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ABSTRACT

The cause of the Civil War is interpreted through cultural concepts in this sixth resource unit series designed for sixth grade students. Suggested activity units expose students in some depth to inhumane conditions of slaves, enslavement problems, black exploitation, and revolts stemming from denial of basic humanity, the African background of slaves, and the role of the Negro in the Civil War. After military history is studied, students examine the Reconstruction period and the subsequent development of segregation. Selected readings of primary sources on the Civil War and Reconstruction, and study questions on the readings, are included. The format of the unit is described in Unit I SO 003 147, and detailed information on course objectives, teaching strategies, and program descriptions are provided in the teacher's guide SO 003 146. Other related documents are SO 003 148 through SO 003 153. (Author/SJM)

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Grade Six
Unit: Civil War and Reconstruction

SELECTED READINGS
ON THE
CIVIL WAR AND RECONSTRUCTION

SO 003152

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AFRICA AS SEEN BY A SLAVE TRADER

[Captain Theodore Canot was a slave trader. He describes both a visit to the town of Timbo in West Africa and a visit to the Bager tribe. The account is from Brantz Meyer, ed., *Captain Canot, or Twenty Years of an African Slaver*. This book was published in 1854.]

I strolled repeatedly through the town. I became . . . familiar with its narrow streets, low houses, mud walls. . . and mosques. I saw no fine bazaars, marketplaces or shops. The chief wants of life were supplied by peddlers. Platters, jars, and baskets of fruit, vegetables, and meat, were borne around twice or thrice daily. Horsemen dashed about on beautiful steeds towards the fields in the morning, or came home at nightfall at a slower pace. I never saw man or woman bask lazily in the sun. Females were constantly busy over their cotton and spinning wheels when not engaged in household occupations. . . [O]ften have I seen an elderly dame quietly crouched in her hovel at sunset reading the Koran. Nor are the men of Timbo less thrifty. Their city wall is said to hem in about ten thousand individuals, representing all the social industries. They weave cotton, work in leather, fabricate iron from the bar, engage diligently in agriculture. . . [W]henever not laboriously employed, [they] devote themselves to reading and writing, of which they are excessively fond.

. . . .

I opened the chest [which I had left earlier with the Bager people]. . . [To] my surprise. . . [I] found it nearly full of the merchandise I had placed in it. I shook the cask, and its weight seemed hardly diminished. I turned the spiggot, and lo! the rum trickled on my feet. . . .

"Good!" said the chief, "it is all there, --is it not? We Bagers are neither Soosoos, Mandingoes, Foulahs, nor Whitemen, that the goods of a stranger are not safe in our towns! We work for a living; we want little; big ships never come to us, and we neither steal from our guests nor go to war to sell one another!". . .

[The Bager chief] sent a crier through the town, informing the women that a white stranger would be their guest during the night. . . [In] less than half an hour, my hut was visited by most of the village dames and damsels. One brought a pint of rice; another some roots of cassava; another, a few spoonfuls of palm oil; another a bunch of peppers. . . [The] oldest lady of the party made. . . the gift of a splendid fowl. . . .

There was nothing peculiar in this exhibition of hospitality, on account of my nationality. It was the mere fulfillment of a Bager law. . . [T]he poorest black stranger would have shared the rite as well as myself. I could not help thinking that I might have travelled from one end of England or America to the other, without meeting a Bager welcome. Indeed, it seemed somewhat questionable, whether it were better for the English to civilize Africa, or for the Bagers to send missionaries to their brethren in Britain!

Questions:

1. What can you tell about the town of Timbo from this description?
2. How did the people of Timbo seem to earn a living?
3. Does the author consider the people of Timbo lazy? How do you know?
4. What does the author tell you about the education of the pe of Timbo?
5. Does the author consider the Bager people dishonest? How you know?
6. Why did the author suggest that perhaps the Bager should send missionaries to Britain?
7. What did the Bager chief think of white men? How do you know?

AN AFRICAN BOY ON A SLAVE SHIP

[Gustavus Vassa was born in Benin in Africa. He was kidnapped from his family when he was only eleven years old. He was sold into slavery in Africa for a time. Later he was sold to traders and taken to a slave ship to go to America. In America he worked for a time as a slave on a Virginia plantation. Later he was sold to a Philadelphia merchant who let him buy his freedom. In 1791, at the age of 46, he wrote an account of his life. The following selection is from this book, *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself.*]

The first object which saluted my eyes when I arrived on the coast was the sea, and a slave ship. . . [It] was then riding at anchor, and waiting for its cargo. These filled me with astonishment, which was soon connected with terror, when I was carried on board. I was immediately handled, and tossed up to see if I were sound, by some of the crew. . . I was . . [sure] that I had gotten into a world of bad spirits, and that they were going to kill me. Their complexions too differing so much from ours, their long hair, and the language they spoke (which was very different from any I had ever heard), united to confirm me in this belief.

. . . . When I looked round the ship too and saw. . . a multitude of black people of every description chained together, every one of their countenances expressing dejection and sorrow, I no longer doubted of my fate. . . [Q]uite overpowered with horror and anguish, I fell motionless on the deck and fainted.

When I recovered a litte, I found some black people about me, who. . . had brought me on board, and had been receiving their pay; they talked to me in order to cheer me, but all in vain. I asked them if I were not to be eaten by those white men with horrible looks, red faces, and long hair. They told me I was not. . . [O]ne of the crew brought me a small portion of spiritous liquor in a wine glass. . . [B]eing afraid of him, I would not take it out of his hand. One of the blacks therefore took it from him and gave it to me. . . I took a little. . . which, instead of reviving me, as they thought it would, threw me into the greatest consternation at the strange feeling it produced, having never tasted any such liquor before.

Soon after this, the blacks who brought me on board went off, and left me abandoned to despair. I now saw myself deprived of all chance of returning to my native country. . . I even wished for my former slavery in preference to my present situation... [It] was filled with horrors of every kind, still heightened by my ignorance of what I was to undergo.

. . . I was soon put down under the decks, and there I received such a salutation in my nostrils as I had never experienced in my life. . . [W]ith the loathsomeness of the stench and crying together, I became so sick and low that I was not able to eat, nor had I the least desire to taste anything.

I now wished for the last friend, death, to relieve me. . . [T]wo of the white men offered me eatables. . . [O]n my refusing to eat, one of them held me fast by the hands, and laid me across, I think, the windlass, and tied my feet, while the other flogged me severely.

I had never experienced anything of this kind before. . . I naturally feared. . . [the ocean] the first time I saw it. . . [N]evertheless, could I have got over the nettings, I would have jumped over the side, but I could not. . . [B]esides, the crew used to watch us very closely who were not chained down to the decks, lest we should leap into the water. . . I have seen some of these poor African prisoners most severely cut for attempting to do so, and hourly whipped for not eating. This indeed was often the case with myself.

In a little time after, amongst the poor chained men, I found some of my own nation, which in a small degree gave ease to my mind. I inquired of these what was to be done with us? They gave me to understand we were to be carried to these white people's country to work for them. I then was a little revived. . . [I]f it were no worse than working, my situation was not so desperate.

But still I feared I should be put to death, the white people looked and acted, as I thought, in so savage a manner. . . I had never seen among any people such instances of brutal cruelty. . . [T]his [was shown] not only. . . towards us blacks, but also to some of the whites themselves.

One white man in particular I saw. . . flogged so unmercifully. . . that he died in consequence of it. . . [T]hey tossed him over the side as they would have done a brute. This made me fear these people the more. . . I expected nothing less than to be treated in the same manner.

I could not help expressing my fears. . . to some of my countrymen: I asked them if these people had no country, but lived in this . . . [ship]. They told me they did not, but came from a distant one.

"Then," said I, "how comes it in all our country we 'never heard of them!'" They told me because they lived so very far off. I then asked where were their women? Had they any like themselves? I was told they had: "And why," said I, "do we not see them?" They answered, because they were left behind.

I asked how the vessel could go? They told me they could not tell; but that there were cloth put upon the masts by the help of the ropes I saw, and then the vessel went on. . . [T]he white men had some spell or magic they put in the water when they liked in order to stop the vessel. I was exceedingly amazed at this account, and really thought they were spirits.

. . . .

While we stayed on the coast I was mostly on deck. . . [O]ne day, to my great astonishment, I saw one of these vessels coming in with the sails up. . . . At last she came to an anchor in my sight, and when the anchor was let go I and my countrymen who saw it were lost in astonishment to observe the vessel stop. . . [We] were now convinced it was done by magic.

Soon after this the other ship got her boats out. . . [T]hey came on board of us, and the people of both ships seemed very glad to see each other. Several of the strangers also shook hands with us, black people, and made motions with their hands, signifying I suppose, we were to go to their country; but we did not understand them.

At last, when the ship we were in had got in all her cargo. . . we were all put under deck, so that we could not see how they managed the vessel.

But this disappointment was the least of my sorrow. The stench of the hold while we were on the coast was so intolerably loathsome that it was dangerous to remain there for any time. . . [S]ome of us had been permitted to stay on the deck for the fresh air. . . [N]ow. . . the whole ship's cargo were confined together. . . .

The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. This produced. . . [much] perspirations. . . [T]he air soon became unfit for. . . [breathing], from a variety of loathsome smells. . . [It] brought on a sickness among the slaves, of which many died. . . .

This wretched situation was. . . [made worse] by the galling of the chains. . . and the filth of the necessary tubs, into which the children often fell, and were almost suffocated. The shrieks of the women, and the groans of the dying, rendered the whole a scene of horror almost inconceivable.

Happily perhaps for myself I was soon reduced so low here that it was thought necessary to keep me almost always on deck. . . [Because of] my extreme youth I was not put in fetters. In this situation I expected every hour to share the fate of my companions, some of whom were almost daily brought upon deck at the point of death, which I began to hope would soon put an end to my miseries. Often did I think many of the inhabitants of the deep much more happy than myself. I envied them the freedom they enjoyed, and as often wished I could change my condition for theirs.

Every circumstance I met with served only to render my state more painful, and heightened my. . . [fears] and my opinion of the cruelty of the whites. One day they had taken a number of fishes. . . [W]hen they had killed and satisfied themselves with as many as they thought fit. . . they tossed the remaining fish into the sea again, although we begged and prayed for some. . . . Some of my countrymen, being pressed by hunger, took an opportunity. . . of trying to get a little privately. . . [T]hey were discovered, and the attempt. . . [brought them] very severe floggings.

One day, when we had a smooth sea and moderate wind, two of my wearied countrymen who were chained together. . . somehow made through the nettings and jumped into the sea. . . [A]nother quite dejected fellow, who on account of his illness was suffered to be out of irons, also followed their example. . . I believe many more would very soon have done the same if they had not been prevented by the ship's crew who were instantly alarmed.

Those of us that were the most active were in a moment put down under the deck. . . [T]here was such a noise and confusion amongst the people of the ship as I never heard before, to stop her, and get the boat out to go after the slaves. However, two of the wretches were drowned. . . [T]hey got the other, and afterwards flogged him unmercifully for thus attempting to prefer death to slavery.

In this manner we continued to undergo more hardships than I can now relate. . . . Many a time we were near suffocation from the want of fresh air, which we were often without for whole days together. This, and the stench of the necessary tubs, carried off many.

. . . .

At last we came in sight of the island of Barbadoes, at which the whites on board gave a great shout, and made many signs of joy to us. We did not know what to think of this. . ./A/s the vessel drew nearer we plainly saw the harbour, and other ships of different kinds and sizes. . . /W/e soon anchored amongst them off Bridge-Town.

Many merchants and planters now came on board, though it was in the evening. They put us in separate parcels, and examined us attentively. They also made us jump, and pointed to the land, signifying we were to go there. We thought by this we should be eaten by these ugly men, as they appeared to us. . . /W/hen soon after we were all put down under the deck again, there was much dread and trembling.

Questions:

1. Why did the author fear at first that the white men were going to kill him? Do you think you would have been afraid if you had been this boy? Why or why not?
2. Who sold the author to the white men? What had been the position of the author before he was taken to this boat?
3. What conditions did the boy find below deck? What effect did these conditions have upon the slaves?
4. Why did the author consider the white men cruel?
5. What lack of knowledge added to the boy's fears of these white men?
6. Why did some of the slaves try to kill themselves?

SLAVERY

[The following are accounts by former slaves concerning their lives as slaves. Read them carefully. Then do the exercises at the end of the readings.]

A. [The following account is from Booker T. Washington's *Up From Slavery.* Mr. Washington is describing the early days of his life. Later he went on to educate himself and became a leader of the Negro people.]

My life had its beginnings in the midst of the most miserable, desolate, and discouraging surroundings. This was so. . . not because my owners were especially cruel. . . [T]hey were not, as compared with many others. I was born in a typical log cabin, about fourteen by sixteen feet square. In this cabin I lived with my mother and a brother and sister till after the Civil War, when we were all declared free. . . .

The early years of my life, which were spent in the little cabin, were not very different from those of thousands of other slaves. My mother. . . had little time in which to give attention to the training of her children during the day. She snatched a few moments for our care in the early morning before her work began, and at night after the day's work was done. . . . I cannot remember having slept in a bed until after our family was declared free by the Emancipation Proclamation. Three children--John, my older brother, Amanda, my sister, and myself--had a pallet on the dirt floor. . . [T]o be more correct, we slept in and on a bundle of filthy rags laid upon the dirt floor.

I was asked not long ago to tell something about the sports and pastimes that I engaged in during my youth. Until the question was asked it had never occurred to me that there was no period of my life that was devoted to play. From the time that I can remember anything, almost every day of my life had been occupied in some kind of labour. . . I think I would now be a more useful man if I had had time for sports. During the period that I spent in slavery I was not large enough to be of much service. . . I was occupied most of the time in cleaning the yards, carrying water to the men in the fields, or going to the mill, to which I used to take the corn, once a week, to be ground. The mill was about three miles from the plantation. This work I always dreaded. The heavy bag of corn would be thrown across the back of the horse, and the corn divided about evenly on each side. . . [I]n some way. . . the corn would shift as to become unbalanced and would fall off the horse. . . [O]ften I would fall with it. As I was not strong enough to reload the corn on the horse, I would have to wait, sometimes for many hours, till a chance passer-by came along who would help me out of my trouble. The hours while waiting for someone were usually spent in crying. The time consumed in this way made me late in reaching the mill. . . [B]y the time I got my corn ground and reached home it would be far into the night. The road was a lonely one, and often led through dense forests. I was always frightened. . . [W]hen I was late in getting home I knew I would get a severe scolding or a flogging.

I had no schooling whatever while I was a slave. . . I remember on several occasions I went as far as the schoolhouse door with one of my young mistresses to carry her books. The picture of several dozen boys and girls in a schoolroom engaged in study made a deep impression upon me. . . I had the feeling that to get into a schoolhouse and study in this way would be about the same as getting into paradise. . . .

I cannot remember a single instance during my childhood or early boyhood when our entire family sat down to the table together, and God's blessing was asked, and the family ate a meal in a civilized manner. On the plantation in Virginia, and even later, meals were gotten by the children very much as dumb animals get theirs. It was a piece of bread here and a scrap of meat there. It was a cup of milk at one time and some potatoes at another. Sometimes a portion of our family would eat out of the skillet or pot, while some one would eat from a tin plate held on the knees, and often using nothing but the hands with which to hold the food. . . .

The first pair of shoes that I recall wearing were wooden ones. They had rough leather on the top. . . [T]he bottoms, which were about an inch thick, were of wood. When I walked they made a fearful noise. . . [B]esides this they were very inconvenient, since there was no yielding to the natural pressure of the foot. In wearing them one presented an exceedingly awkward appearance. The most trying ordeal that I was forced to endure as a slave boy, however, was the wearing of a flax shirt. In the portion of Virginia where I lived it was common to use flax as part of the clothing for the slaves. That part of the flax from which our clothing was made was largely the refuse [waste] which of course was the cheapest and roughest part. I can scarcely imagine any torture, except, perhaps, the pulling of a tooth, that is equal to that caused by putting on a new flax shirt for the first time. It is almost equal to the feeling that one would experience if he had a dozen or more chestnut burrs, or a hundred small pin-points, in contact with his flesh. Even to this day I can recall accurately the tortures that I underwent when putting on one of these garments. The fact that my flesh was soft and tender added to the pain. But I had no choice. I had to wear the flax shirt or none. . . [H]ad it been left to me to choose, I should have chosen to wear no covering. . . . [M]y brother John, who is several years older than I am, performed one of the most generous acts that I ever heard of one slave relative doing for another. On several occasions when I was being forced to wear a new flax shirt, he generously agreed to put it on in my stead and wear it for several days, till it was "broken in." Until I had grown to be quite a youth this single garment was all that I wore. . . .

B. Interviews with Ex-Slaves

Read one of the following accounts from Botkin, *Lay My Burden Down.* The sources are interviews made between 1936 and 1939. Writers, newspapermen, and research workers were hired by the Federal Government. They interviewed ex-slaves living in Southern states. They wrote down the replies of these ex-slaves to a series of questions.

1. Interview with Millie Evans, pp. 61-65. (This woman was 87 at the time of the interview. She was born in 1894 in North Carolina.)

2. Interview with Mary Reynolds, pp. 120-(beginning on par. 3)-121 (end of 1st paragraph). (This woman was "about 108" when interviewed. She was born in Louisiana.)

C. Accounts by Visitors to the South

1. [Sir Charles Lydell was an English geologist. He toured the South in 1845-46. He visited Hopeton plantation on the Altamaha River in Georgia. This plantation was owned by James Couper, an experimental farmer. Lydell wrote of his travels to the Hopeton plantation in *A Second Visit to the United States of North America* (2 vols., New York, 1849). The following account is from Vol. 1, pp. 261-266.]

There are 500 negroes on the Hopetown estate...[M]any ...are children,...[S]ome [are] old...[and] would be supported in a poorhouse in England...[H]ere they [live]...to the end of their days...[with] their neighbours, and kinsfolk...[They] live in separate houses assigned to them. The children have no regular work to do till they are ten or twelve years old. When the mothers are at work, the young children are looked after by an old negress, called Mom Diana....

The out-door laborers have separate houses provided for them; even...[most] domestic servants...live apart from the great house....[This is] not always convenient for the masters, as there is no one to answer a bell after a certain hour. But if we place ourselves in the condition of the...servants, we see at once how many advantages we should enjoy over the white race in the same rank of life in Europe....The laborers begin work at six o'clock in the morning...[They] have an hour's rest at nine for breakfast... [M]any have finished their assigned task by two o'clock, all of them by three o'clock. In summer they divide their work differently, going to bed in the middle of the day...[They rise] to finish their task,...afterward spending a great part of the night chatting, merry-making, preaching, and psalm-singing. At Christmas they claim a week's holidays...[T]he owners can get no work done....The negro houses are as neat as the greater part of the cottages in Scotland... [They] are provided always with a back door, and a hall...in which is a chest, a table, two or three chairs, and a few shelves for crockery. On the door of the sleeping apartment they keep a large wooden padlock, to guard their valuables from their neighbors when they are at work in the field... [T]here is much...[stealing] among them. A little yard is often attached, in which are seen their chickens, and usually a yelping cur, kept for their amusement....

[Frederick Law Olmstead was a native of Connecticut and an authority on farming. He spent fourteen months traveling in the South as a newspaper reporter for the New York Times. Olmstead's goal was to let readers know what life was really like in the South during the 1850's. The following is an account of his visit to a cotton plantation in Mississippi.]

The estate I am now about to describe, was situated upon a tributary of the Mississippi....The slaves upon it formed about one twentieth of the whole population of the county... [B]lacks considerably out-number the whites [in this county].

The property consisted of four adjoining plantations...[E]ach

/had/... its own negro cabins, stables and overseer... /E/ach worked to a great extent independently of the others... /A/ll contributed/ their crop to one gin-house and warehouse... /All were/ under the general superintendence of a ... manager... /He lived on/ the estate... /I/n the absence of the owner, /he/ had... power over the overseers... and /controlled/... the economy of all the plantations.

The manager was himself a gentlemen of good education... /He was/ generous and poetic..., possessing a capacity for the enjoyment of nature....

The overseers were superior to most men of their class... /W/ith one exception /they were/ frank, honest, temperate, and industrious... /T/heir feelings toward negroes were such as naturally result from their occupation. They were all married, and lived with their families, each in a cabin or cottage, in the hamlet of the slaves of which he had... charge.

These five men, each living more than a mile distant from either of the others, were the only white men on the estate. Of course to secure their own personal safety and to efficiently direct the labor of such a large number of ignorant, indolent, and vicious negroes, rules or rather habits and customs, of discipline, were necessary. . . /I/n particular cases. . . /such rules might/ operate unjustly and cruelly. . . . /T/he testimony of negroes against. . . /overseers/ would not be received as evidence in court. . . /T/here was very little probability that any excessive severity would be restrained by fear of the law.

In the main, the negroes appeared to be well taken care of and abundantly supplied with the necessaries of vigorous physical existence. A large part of them lived in. . . /large/ and well build cottages, with broad galleries in front. . . /E/ach family had two rooms on the lower floor, and a loft. The remainder lived in log-huts, small and mean in appearance. . . /T/hose of their overseers were little better, and preparations were being made to replace all of these by neat boarded cottages. Each family had a fowl-house and hog-sty (constructed by the negroes themselves). . . /T/hey kept fowls and swine, feeding the latter during the summer on weeds and fattening them in the autumn on corn stolen (this was mentioned to me by the overseers as if it were a matter of course) from their master's cornfields.

I several times saw gangs of them eating the dinner which. . . /each/ had brought. . . to the field. . . /I/ observed that they generally had plenty, often more than they could eat, of bacon, cornbread, and molasses. The allowance of food is weighed and measured under the eye of the manager by the drivers and distributed to the head of each family weekly. . . /It consisted/ for each person /of/ 3 pounds of pork, 1 peck of meal; and from January to July, 1 quart of molasses. Monthly, in addition, 1 pound of tabacco, and 4 pints of salt. No drink is ever served but water. . . .

All hands cook for themselves after work at night, or whenever they please between night-fall and daybreak. . . . Each family has a garden, the products of which, together with eggs, fowl and bacon, they frequently sold, or used in addition to their regular allowance of food. Most of the families bought a barrel of flour every year. The manager. . . /tried/ to encourage this practice. . . /To get them to/ spend their money for flour instead of liquor, he furnished it to them at rather less than what it cost him at wholesale. There are many poor whites within a few miles who would always sell liquor to the negroes, and encourage them to steal, to obtain the means to buy if of them. These poor whites were always spoken of with anger by the overseers. . . .

The first morning I was on the estate, the manager invited me to ride with him on his usual daily round of inspection through the plantations. On reaching the nearest "quarters," we stopped at a house. . . /It was/ a little larger than the ordinary cabins, which was called the loom-house. . . /A/ dozen negroes were at work making shoes, and manufacturing coarse cotton stuff for negro clothing. One of the hands so employed was insane. . . /M/ost of the others were cripples, invalids with chronic complaints, or unfitted by age, or some infirmity, for field work.

We went to another cabin and entered a room where a woman lay on a bed groaning. It was a very dingy, comfortless room. . . /A/ mosquito bar, much patched and very dirty, covered the bed. The manager asked the woman several times what was the matter, and could get no distinct reply. She appeared to be suffering great pain. The manager felt her pulse and looked at her tongue. . . /A/fter making a few more inquiries, to which no intelligible reply was given, /he/ told her he did not believe she was ill at all. At this the woman's groans redoubled. "I have heard of your tricks," continued the manager; "you had a chill when I came to see you yesterday morning; you had a chill when the mistress came here, and you had a chill when the master came. I never knew a chill to last a whole day. So you'll just get up now and to the field, and if you don't work smart, you'll get a dressing /whipping/; do you hear?"

Each overseer regulated the hours of work on his own plantation. I saw the negroes at work before sunrise and after sunset. At about eight o'clock they were allowed to stop for breakfast, and again about noon, to dine. The length of these rests was. . . /decided by/ the overseer or drivers. . . /They were/ usually. . . from half an hour to an hour. There was no rule.

The number of hands directed by each overseer was considerably over one hundred. The manager thought it would be better economy to have a white man over every fifty hands, but the difficulty of obtaining trustworthy overseers prevented it. Three of those he then had were the best he had ever known. He described the great majority as being passionate, careless, inefficient men. . . and totally unfitted for the duties of the position. The best overseers, ordinarily are young men, the sons of small planters. . . /They/ take up the business temporarily, as a means of acquiring a little capital with which to purchase negroes for themselves.

The plowing, both with single and double teams, was generally performed by women, and very well performed, too. I watched with some interest for any indication that their sex unfitted them for the occupation. Twenty of them were plowing together, with double teams and heavy plows. They were superintended by a male negro driver, who carried a whip, which he feequently cracked at them, permitting no dawdling. . . at the turning. . . . Throughout the Southwest the negroes, as a rule, appear to be worked much harder than in the eastern and northern slave States. I do not think they accomplish as much daily, as agricultural laborers at the North usually do, but they certainly labor much harder. They are constantly and steadily driven up to their work. . . /T/he stupid plodding, machine-like manner in which they labor, is painful to witness. This was especially the case with the hoe-gangs. One of them numbered nearly two hundred hands (for the force of two plantations was working together), moving across the field in parallel lines. . . . A very tall and powerful negro walked to and fro in the rear of the line, frequently cracking his whip, and calling out, in the surliest manner, to one and another, "Shove your hoe, there! shove your hoe!" But I never saw him strike any one with the whip.

The whip was evidently in constant use, however. There were no rules on the subject, that I learned; the overseers and drivers punished the negroes whenever they deemed it necessary, and in such manner, and with such severity, as they [thought] it necessary, "If you don't work faster," or "If you don't work harder," or "If you don't recollect what I tell you, I will have you flogged [whipped]," are threats which I have often heard.

Questions on Readings

1. What were some of the problems faced by the slaves?
2. What kind of food, clothing, and housing were they given?
3. What kind of education did they have?
4. What did the overseer do?
5. Which accounts seem more favorable to slavery? Why do you think these accounts were more favorable?
6. What differences in descriptions did you find?
7. Which account do you think is the most accurate one concerning slavery? Why?
8. How do these accounts of slavery in America seem to differ from the descriptions you read earlier?

SLAVE LIFE IN THE COTTON FIELDS

(Solomon Northrup had been a free Negro. However, he was kidnapped and sold into slavery in Louisiana. After twelve years, he finally won his freedom. A northerner wrote down his account for him in a book called *Twelve Years A Slave* (Phildelphia). The following selection is from this book.)

About the first of July, when. . . [the cotton] is a foot high or thereabouts, it is hoed the fourth and last time. Now the whole space between the rows is ploughed. . . . During all these hoeings the overseer or driver follows the slaves on horseback with a whip. . . . The fastest hoer takes the lead row. He is usually about a rod in advance of his companions. If one of them passes him, he is whipped. If one falls behind or is a moment idle, he is whipped. In fact, the lash is flying from morning until night, the whole day long. The hoeing season thus continues from April until July, a field having no sooner been finished once, than it is commenced again.

In the latter part of August begins the cotton picking season. At this time each slave is presented with a sack. A strap is fastened to it, which goes over the neck, holding the mouth of the sack breast high, while the bottom reaches nearly to the ground. Each one is also presented with a large basket that will hold about two barrels. This is to put the cotton in when the sack is filled. The baskets are carried to the field and placed at the beginning of the rows.

When a new hand. . . is sent for the first time into the field, he is whipped up smartly, and made for that day to pick as fast as he can possibly. At night it is weighed, so that his capability in cotton picking is known. He must bring in the same weight each night following. If it falls short, it is considered evidence that he has been laggard, and a greater or less number of lashes is the penalty.

An ordinary day's work is two hundred pounds. A slave who is accustomed to picking is punished if he or she brings in a less quantity than that.

. . . .

The hands are required to be in the cotton field as soon as it is light in the morning. . . [W]ith the exception of ten or fifteen minutes, which is given them at noon to swallow their allowance of cold bacon, they are not permitted to be a moment idle until it is too dark to see. . . [W]hen the moon is full they often times labor till the middle of the night. They do not dare to stop even at dinner time, nor return to the quarters, however late it be, until the order to halt is given by the driver.

The day's work over in the field, the baskets are. . . carried to the gin-house, where the cotton is weighed. . . . [A] slave never approaches the gin-house with his basket of cotton but with fear. If it falls short in weight--if he has not performed the full task appointed him, he knows that he must suffer. And if he has exceeded it by ten or twenty pounds, in all probability his master will measure the next day's task accordingly.

So, whether he has too little or too much, his approach to the gin-house is always with fear and trembling. Most frequently they have too little. . . . After weighing, follow the whippings. . . [T]hen the baskets are carried to the cotton house, and their contents stored away like hay, all hands being sent in to tramp it down.

. . . .

This done, the labor of the day is not yet ended. . . . Each one must then attend to his respective chores. One feeds the mules, another the swine--another cuts the wood, and so forth; besides, the packing is all done by candle light. Finally, at a late hour, they reach the quarters, sleepy and overcome with the long day's toil. Then a fire must be kindled in the cabin, the corn ground in a small hand-mill, and supper, and dinner for the next day in the field, prepared. All that is allowed them is corn and bacon. . . [This] is given out at the corncrib and smokehouse every Sunday morning. Each one receives, as his weekly allowance, three and a half pounds of bacon, and corn enough to make a peck of meal. That is all -- no tea, coffee, sugar, and with the exception of a very scanty sprinkling now and then, no salt. . . .

The softest couches in the world are not to be found in the log mansion of the slave. . . . [Mine] was a plank twelve inches wide and ten feet long. My pillow was a stick of wood. The bedding was a coarse blanket, and not a rag or shred beside. Moss might be used, were it not that it directly breeds a swarm of fleas.

The cabin is constructed of logs, without floor or window. The latter is altogether unnecessary, the crevices between the logs admitting sufficient light. In stormy weather the rain drives through them, rendering it comfortless and extremely disagreeable. The rude door hangs on great wooden hinges. In one end is constructed an awkward fire-place.

An hour before day light the horn is blown. Then the slaves arouse, prepare their breakfast, fill a gourd with water. . . . [They] deposit their dinner of cold bacon and corn cake [in another gourd] and hurry to the field again. It is an offence. . . followed by a flogging, to be found at the quarters after daybreak. Then the fears and labors of another day begin. . . [U]ntil its close there is no such thing as rest. He fears he will be caught lagging through the day; he fears to approach the gin-house with his basket-load of cotton at night; he fears, when he lies down, that he will oversleep himself in the morning.

Questions:

1. How hard did the slaves on this plantation have to work? What evidence do you have for your answer?

2. How well or how badly were the slaves on this plantation treated?

3. Some masters thought that slaves did not work hard and could always find energy to have a good time at night. Do you think the slaves on this plantation would have agreed with them? Why or why not?

4. How much faith do you think you should put in the information provided in this account? Why?

MASTERS' VIEWS OF SLAVES

[Mr. Frederick Olmsted traveled through the South before the Civil War. His account of what he saw and heard appeared in a book called *The Cotton Kingdom.* The following selections are from this book.]

During three hours or more. . . I was in [the] company. . . [of the owner]. . . I do not think there were ten. . . minutes uninterrupted by some of the slaves requiring his personal direction or assistance. He was obliged three times to leave the dinner-table.

"You see," said he, smiling, as he came in the last time, "a farmer's life, in this country, is. . . [not too easy. He] observed in answer to some remark of mine, "I only wish your philanthropists would. . . [work out] some satisfactory plan to relieve us of it; the trouble and the responsibility of properly taking care of our negroes. . . is anything but enviable. But what can we do that is better? Our free negroes--and I believe it is the same at the North as it is here--are a miserable set of vagabonds, drunken, vicious, worse off. . . than those who are retained in slavery.

". . . . Free labor might be more profitable to us: I am inclined to think it would be. The slaves are excessively careless and wasteful. . . [I]n various ways. . . [they] subject us to very annoying losses.

. . . .

"Oh, they are interesting creatures, sir," he continued, "and, with all their faults, have many beautiful traits. I can't help being attached to them, and I am sure they love us." In his own case, at least, I did not doubt it; his manner towards them was. . . [like that of a father]--familiar and kind. . . [T]hey came to him like children who have been given some task and constantly are wanting to be encouraged and guided, simply and confidently.

. . . . It is difficult to measure the labor performed in a day. . . [because of] differences in the soil and in the bulk and weight of articles operated upon. But, here, I am shown tools that no man in his senses, with us, would allow a laborer, to whom he was paying wages, to be. . . [burdened] with. . . [T]he excessive weight and clumsiness. . . would make work at least ten per cent greater than those ordinarily used with us [in the North]. And I am assured that. . . [because of] the careless and clumsy way they. . .[are] used by the slaves, anything lighter or less rude could not be furnished them with good economy. . .[S]uch tools as we constantly give our laborers. . . would not last out a day in a Virginia corn-field. . . .

. . . .While waiting, in a carriage, for the driver to get my baggage, I saw a negro oiling all the trucks of the train. . .[He] did not give himself the trouble to. . .[raise] the outlet of his oiler, so that a stream of oil costing probably a dollar and a half a gallon was poured out upon the ground the whole length of the train.

. . . .

Some of his best hands he now rented out to work in a furnace. . .[F]or the best of these he had been offered, for next year, two hundred dollars. He did not know whether he ought to let them go, though. They were worked hard, and had too much liberty, and were acquiring bad habits. They earned money by overwork, and spent it for whisky. . .[They] got a habit of roaming about and taking care of themselves. . . [W]hen they were not at work in the furnace, nobody looked out for them.

I begin to suspect that the great trouble and anxiety of Southern gentlemen is:--How, without quite destroying the. . . [abilities] of the negro for any work at all, to prevent him from learning to take care of himself.

. . . .

In a course of apologies, which came in the place of soup, she gave me the clue to the assemblage of negroes I had seen at the mill. It was Christmas week: all the servants thought they must go for at least one day to have frolic. . .[T]o-day (as luck would have it, when I was coming) her cook was off. . . [S]he did not suppose they'd be back till to-morrow, and then, like as not, they'd be drunk. She did not think this custom, of letting servants go so at Christmas was a good one; niggers were not fit to be let to take care of themselves anyhow. It was very bad for them, and she didn't think it was right. Providence had put the servants into our hands to be looked out for. . .[S]he didn't believe it was intended they should be let to do all sorts of wickedness. . . .

. . . .

He. . .said that his negroes never worked so hard as to tire themselves--always were lively, and ready to go off on a frolic at night. He did not think they ever did half a fair day's work. They could not be made to work hard: They never would lay out their strength freely, and it was impossible to make them do it.

Mr. V. also said that he cultivated only the coarse and lower-priced sorts of tobacco. . . /T/he finer sorts required more pains-taking. . . than it was possible to make a large gang of negroes use. "You can make a nigger work," he said, "but you cannot make him think."

. . . .

"I wouldn't like to live where niggers was free, they are bad enough when they are slaves; it's hard enough to get along with them here, they're so bad. I reckon that niggers are the meanest critters on earth; they are so mean and nasty" (she expressed disgust and indignation very strongly in her face). "If they was to think themselves equal to we, I don't think white folks could abide it--they're such vile saucy things."

. . . .

"Was it necessary to punish her so severely?"

"Oh yes, sir" (laughing again). "If I hadn't, she would have done the same thing again to-morrow, and half the people on the plantation would have followed her example. Oh, you've no idea how lazy these niggers are; you Northern people don't know anything about it. They'd never do any work at all if they were not afraid of being whipped."

Questions:

1. Make a list of the characteristics masters used in describing slaves. How many of these are good characteristics or ones the masters are praising?

2. What do you think Olmsted meant by the statement: "I begin to suspect that the great trouble and anxiety of Southern gentlemen is: --How without quite destroying the. . . /abilities/ of the negro for any work at all, to prevent him from learning to take care of himself?" (Why wouldn't the master want the slave to be completely able to take care of himself?)

3. What seemed to be a general conclusion among Southerners about the ability of the Negro to care for himself?

FICTIONAL SITUATIONS AMONG SLAVES

Directions: Read each of the short fictional situations carefully. Then answer the questions below each.

1. A slave wakes up one morning, feeling ill. The overseer demands that he go to work in the cotton fields to pick cotton. Because he is really not feeling well, the slave works slower than usual. He does not pick the required amount of cotton. At the end of the day he brings his cotton in to be weighed. He is afraid of being punished because he does not have enough cotton. Therefore, he slips some rocks into the sack so that it will weigh more. In this way he escapes the expected punishment. When the master finds rocks in some of the sacks, he says this just proves slaves are lazy and dishonest.

Questions:

a. Do you think the slave's act showed he was basically lazy and dishonest? Why or why not?

b. Why might the slave be punished if he did not do the expected amount of work?

c. Do you feel this act of the slave proves that slaves were in general lazy or dishonest? Why or why not?

d. Do you feel the master had really looked into the situation and discovered its cause?

2. A slave has been given a small plot of ground on which to raise some food for himself and his family. In addition, he receives a certain ration of food from his master. This food has little variety and does not really fill him up. He does not seem to work very hard on his plot of ground to add to his food supply. He spends his time from dawn to dusk six days a week working in the cotton fields. He is very tired when he returns to his living quarters. He notices that the master has many hams hanging in his smokehouse. One night he and some other slaves take a ham and have a feast. The slaves are not caught but the master finds the ham missing. He says this shows that slaves are thieves if not watched closely. They cannot be trusted. Moreover, they are lazy and irresponsible in providing for themselves.

Questions:

a. Do you feel the slave showed himself to be lazy and irresponsible when he did not make good use of his plot of land? Why or why not?

b. Why wouldn't the master provide more food and a greater variety of food for his slaves in the first place?

c. Do you think the slaves who took the ham actually regarded this act as stealing?

d. The master often said actions such as the ones in the account proved that slaves should not be freed. Do you agree or disagree? Why?

3. As a slave you have observed that the master does not like any sign of independence from his slaves. He seems to be easier on the slaves who look cheerful and always agree with him. Many times slaves that do silly things seem to attract his attention and amuse him. In order to avoid harsh punishments and get some small favors, you adopt some of these ways. You seem to depend on the master a great deal. You always treat him as someone wiser. You try to guess some of the things he wants. The master becomes attached to you. However, he also says that your behavior shows that slaves are happy in slavery. It shows that slaves are like children dependent on parents and really would not be able to take care of themselves as free men.

Questions:

a. Is the master correct in thinking the slaves' actions show how they really feel?

b. What kind of slaves (house or field slaves) would have the greater opportunity to show this kind of behavior?

c. Suppose a person had been born a slave. Do you think he would be more or less likely to behave in the manner described above than a person who became a slave as an adult?

d. Suppose you are a slave and are not allowed much independent action. Would you continue to try to plan your own life or plan for the future? Why or why not?

4. A slave had just come to America. He did not know any English when he was captured. He had never before been to the ocean. After a very hard journey to the coast of Africa, he was put on a slave ship in chains. Conditions were very bad. There was much disease, and many of the slave prisoners died. He did not know what was going to happen to him, where he was going, or what would be expected of him. When he reached Haiti, he was sold at an auction to a plantation owner from Virginia. He was whipped often when he did not understand the directions given to him in English. All of the faces were unfamiliar to him. The ways of dressing and food were different, and the tools with which he was to work were not the same as those in Africa. As time passed, he picked up some very elementary English. He learned one or two particular jobs on the plantation. His master says that he is ignorant, cannot take care of himself, and is fit only to be a slave.

Questions:

a. What things in the above description would cause the master to think of the slave as ignorant or stupid?

b. What are some of the mistakes the slave might make on the plantation?

c. How well could you take care of yourself in a strange country? What might the people in this country think about you? Would these things necessarily be true?

FICTIONAL ACCOUNTS OF SLAVE CONDITIONS AND TREATMENT

Account #1

Mr. M. today found one of his slaves stealing meat from the smokehouse. He whipped the slave quite severely. He then sent the slave back to work.

Account #2

Mr. M. today caught red-handed one of his slaves carrying off some meat from the smokehouse. He grabbed the slave and threw him to the ground. Taking a heavy whip, he then beat the slave until the blood was running down his back. As the slave cried for mercy, Mr. M. said,"I'll teach you not to steal anymore." He then beat him more, and the flesh actually started to peel off the slave's back. After the beating, the master grabbed the slave and hauled him to his feet. "Now, get back to hoeing the cotton. I want to see you working fast or you'll get more of what I just gave you." The slave staggered back to work. Anyone could see he was in no condition to do anything and was in great pain.

Account #3

Jerry, a slave on the X. plantation, ran away yesterday. He was tracked down and captured early this morning. He was returned to the plantation.

Account #4

Jerry was a slave who had been beaten many times by his master. He decided to escape. After it was dark, he said good-by to his friends and went to the swamp. Soon he heard dogs howling and barking. They sounded as if they hadn't been fed for a long time. Now they were after him. As he lay hidden, trembling with fright, the sounds came closer. Men seemed to be shouting. "He can't be too far. Wait until we catch him. We will beat him within an inch of his life!" Soon the dogs were scratching at his hiding place. All of a sudden they were upon him! They were biting him and tearing his clothes to shreds. He tried to get away but couldn't. Dimly, he heard his master call off the dogs. He felt himself being dragged back through the swamp toward the plantation. Finally, he fainted from pain and fright.

Questions:

1. Did you react more strongly to account 1 or 2? Why? Did you react more strongly to account 3 or 4? Why?

2. Which accounts made you feel more sympathy for the slave? Why?

3. Which accounts made you feel the master was extremely cruel? Why?

THE BREAK-UP OF SLAVE FAMILIES

(Josiah Henson was a slave who later wrote a book called *Truth Stronger Than Fiction.**)

. . . the . . . [memory] of the breaking up of McPherson's estate is photographed in its minutest features in my mind. The crowd collected round the . . . huddling group of Negroes, the examination of muscle, teeth, the exhibition of agility, the look of the auctioneer, the agony of my mother -- I can shut my eyes and see them all.

My brothers and sisters were bid off first, and one by one, while my mother, paralyzed by grief, held me by the hand. Her turn came. . . [S]he was bought by Isaac Riley of Montgomery county. Then I was offered to the assembled purchasers. My mother . . . pushed through the crowd, while the bidding for me was going on, to the spot where Riley was standing. She fell at his feet, and clung to his knees, entreating him. . . to buy her *baby* as well as herself and spare to her one, at least, of her little ones. . . [T]his man. . . was capable not merely of turning a deaf ear. . . [He hit her] with such violent blows and kicks, as to reduce her to the necessity of creeping out of his reach. . . . As she crawled away from the brutal man I heard her sob out, "Oh, Lord Jesus, how long, how long shall I suffer this way!" I must have been then between five and six years old. I seem to see and hear my poor weeping mother now.

Josiah Henson, *Truth Stronger Than Fiction, Father Henson's Story of His Own Life* (Boston, 1858). This account is from pp. 11-139 of the book.

Questions:

1. What happened to the author's brothers and sisters? What chances do you think the author had to see them again?
2. Why did the author's mother want Mr. Riley to buy her son?
3. Why do you think the author does not mention his father?
4. How would you have felt if you had been the author?

ADVERTISEMENTS FOR RUNAWAY SLAVES

[In 1839 Theodore Dwight Weld wrote *Slavery As It Is: Testimony of a Thousand Witnesses.* This book was a strong attack on slaveholding. One of the more interesting parts of the whole book was the section on advertisements for runaway slaves. As Weld said, these were pieces of evidence against slavery provided by its defenders.]

From the Savannah *Georgian,* Jan. 17, 1839.

$100 reward will be given for my two fellows, Abram and Frank. Abram has a wife at Colonel Stewart's in Liberty county, and a sister in Savannah, at Capt. Grovenstine's. Frank had a wife at Me. LeCont's, Liberty county; a mother at Thunderbolt, and a sister in Savannah.

Wm. Robart

From the Lexington (Kentucky) *Intelligencer,* July 7, 1838.

$160 Reward. --Ranaway from the subscribers, living in this city, on Saturday 16th inst., a negro man, named Dick, about 37 years of age. It is highly probably said boy will make for New Orleans, as he has a wife living in that city, and he has been heard to say frequently that he was determined to go to New Orleans.

Drake and Thompson.

From the *Northern Argus,* Oct. 31, 1837

Runaway--my negro man, Frederick, about 20 years of age. He is no doubt near the plantation of G.W. Corprew, Esq. of Noxubbee county, Mississippi, as his wife belongs to that gentleman, and he followed her from my residence. The above reward will be paid to any one who will confine him in jail and inform me of it at Athens, Ala.

Kerkman Lewis

From the Savannah (Georgia) Republican, Sept. 3, 1838

$20 Reward for my negro man Jim. --Jim is about 50 or 55 years of age. It is probable that he will aim for Savannah, as he said he had children in that vicinity.

J. G. Owens

From the Jackson (Tenn.) Telegraph, Sept. 14, 1838

Committed to the jail of Madison county, a negro woman, who calls her name Fanny, and says she belongs to William Miller, of Mobile. She formerly belonged to John Givins, of this county, who now owns several of her children.

David Shropshire, Jailor

Questions:

1. What do the masters seem to think the major reasons why their slaves ran away?

2. How do the masters refer to the Negro men who are slaves? If you were such a slave, how would you like to be called this?

3. What does the fact that there were a number of runaways show about the Southerner's argument that their slaves were happy in slavery?

SLAVE REGULATIONS

A. The 1660's

Before 1660 the Negro was not considered a slave for life. Nothing kept him from becoming free after a period of time. He could then hire out as a laborer or become a farmer. After 1660, he was considered a slave for life. Moreover, his children were also considered slaves.

B. The 1690's

Colonial legislatures passed laws declaring that baptism did not give the slave freedom. Earlier than this a slave who became a Christian often received his freedom.

C. Examples of State Regulations Regarding Negro Slaves

1. From the Louisiana Code

"The master may sell him, dispose of his person, his industry, and his labor; he [the slave] can do nothing, possess nothing, nor acquire anything but what must belong to his master."

". . . he [the slave] owes to his master, and to all his [master's] family, a respect without bounds, and an absolute obedience. . . [He must] carry out all the orders which he receives from him, his said master, or from them."

2. From the Kentucky Code

Slaves have "no rights secured to them by the constitution, except of trial by jury in cases of felony."

3. Decision by the Arkansas Supreme Court

"If the master contract. . . that the slave shall be emancipated upon his paying to his master a sum of money, or rendering him some. . . [stated] amount of labor, although the slave may pay the money. . . or perform the labor, yet he cannot compel his master to execute the contract. . . [B]oth the money and the labor of the slave belong to the master and could constitute no legal consideration for the contract."

4. Decision by the North Carolina Supreme Court

"The relation between slaves is essentially different from that of man and wife joined in lawful wedlock. . . [W]ith slaves it may be dissolved at the pleasure of either party, or by the slave of one or both, depending upon the. . . [wishes] or necessity of the owners."

5. From a Decision by a North Carolina Judge

This judge declared that many acts would be considered "insolence." Such acts would include: "a look, the pointing of a finger, a refusal or neglect to step out of the way when a white person is seen to approach. . . ."

D. Regulations Found in Most Southern States

1. Slaves could not gain title to property even as a gift. They could not sue anyone in court. They could not even appear in court as witnesses.

2. A slave owner could sell or give his slave to another person. He could break up families; marriage between slaves was not considered binding. Owners could and did bet slaves in horse races.

3. Slaves could not move around the countryside without a pass. Any white person who stopped him could demand to see it. Slaves could not gather in groups away from their home, unless a white person was in charge. No one could teach a slave to read or write or could give him books or pamphlets. No slave could own or carry a gun. No slave was to possess liquor. He could not purchase it for his master without a permit.

Many cities passed laws making it illegal for slaves to be on the streets after curfew time at night. In Richmond a law stated that Negroes must step aside if any white passed. In Charleston no slave could walk with a cane.

In some states slaves could not beat drums or blow horns. They were not supposed to gamble with whites or other slaves. In Charleston they could not smoke. One city in North Carolina made illegal "all disorderly shouting and dancing and all disorderly. . . assemblies. . . of slaves and free Negroes in the streets, market, and other public places." In another city all "strange slaves" had to leave the city by 4:00 P. M. on Sundays.

Negroes were not often put in prison for breaking laws. Instead they were likely to be whipped. Before the 1830's they might be branded with a hot iron. Or some might have their ears cropped (cut).

4. Legislatures also passed laws protecting slave owners. There were severe punishments for anyone who stole a slave. Suppose a slave was executed for murdering someone. The state frequently paid the owner something for him.

5. In spite of all of these laws, some masters did not follow them. They let some of their slaves go about without passes and hunt with guns. Some taught their slaves to read and write or permitted one of their slaves to teach the others. Generally, such masters were not punished for permitting these things.

   Some masters tried to soften the burden of slavery in several ways. They bought members of the family before moving to another place. Or they refused to sell slaves to people they did not think would treat them well. Some also freed their slaves.

6. Some laws tried to protect slaves against too harsh treatment. A number of state constitutions required state legislatures "to pass such laws as may be necessary to oblige the owners of slaves to treat them with humanity; to provide for them necessary clothing and provisions; to abstain from all injuries to them, extending to life or limb."

   Some states passed laws which provided fines for masters who did not feed or clothe slaves well. Some laws provided that slaves would be sold to new masters if the old ones did not treat them well. Or the masters could be fined if they neglected the old and sick slaves. By 1850 most of the codes prohibited cruelty. However, few fines were collected, since slaves could not take cases to court.

   Some slave codes prohibited work by slaves on Sunday except in the household. A few regulated the hours of slave labor.

   Nevertheless, the codes were hard to enforce. They usually had some statements which made the safeguards of little use. For example, suppose a slave died after "moderate correction." The master could not be punished. (And the master could always claim that punishment had been "moderate.") Suppose a slave was killed while resisting arrest or because of rebellion. The white man could not be punished. Such killing was "justifiable homicide." In South Carolina any white man could "moderately correct" a slave who was at large without a pass. Any slave who tried to strike such a white person could be killed legally.

Questions:

1. Make a list of the major regulations for slaves.
2. What were some punishments of slaves who broke regulations?
3. Why do you think so many regulations were placed on the slaves?
4. Do you think all these regulations were placed at once when slavery started in the United States? Why or why not?
5. Were all slaves treated alike under these regulations? Why or why not?
6. Suppose you had been a slave. How would you have felt about these regulations?

A SLAVE LEARNS TO READ AND WRITE

/Frederick Douglass grew up as a slave in Maryland. He saw his mother a few times but never his father. At the age of eight he was sent to live in Baltimore as a house slave. He also worked for a time in a shipyard in Baltimore. He fled to freedom when he was 21 years old. Later he became a leader of the Negro people. The following account is from his book Narrative of the Life of Frederick Douglass. It was published in 1845./

Very soon after I went to live with Mr. and Mrs. Auld, she very kindly commenced to teach me the A, B, C. After I had learned this, she assisted me in learning to spell words of three or four letters. Just at this point of my progress, Mr. Auld found out what was going on. . . /He/ at once forbade Mrs. Auld to instruct me further, telling her, among other things, that it was unlawful, as well as unsafe, to teach a slave to read.

To use his own words, further, he said, "If you give a nigger an inch, he will take an ell. A nigger should know nothing but to obey his master--to do as he is told to do. Learning would spoil the best nigger in the world. Now," said he, "if you teach that nigger how to read, there would be no keeping him. It would forever unfit him to be a slave. He would at once become unmanageable, and of no value to his master. As to himself, it could do him no good, but a great deal of harm. It would make him discontented and unhappy."

These words sank deep into my heart. . . and called into existence an entirely new train of thought. . . . I now understood what had been to me a most perplexing difficulty--to wit, the white man's power to enslave the black man. . . ..

Though conscious of the difficulty of learning without a teacher, I set out with high hope, and a fixed purpose, at whatever cost of trouble, to learn how to read. The very decided manner with which. . . /Mr. Auld/ strove to impress his wife with the evil consequences of giving me instruction, served to convince me that he was deeply sensible of the truths he was uttering. It gave me. . . assurance that I might rely with. . . confidence on the results which, he siad, would flow from teaching me to read.

What he most dreaded, that I most desired. What he most loved, that I most hated. . . . /T/he argument which he so warmly urged, against my learning to read, only served to inspire me with a desire and determination to learn.

In learning to read, I owe almost as much to the bitter opposition of my master, as to the kindly aid of my mistress. I acknowledge the benefit of both. . . .

My mistress was, as I have said, a kind and tender-hearted woman. . . [S]he commenced, when I first went to live with her, to treat me as she supposed one human being ought to treat another. . . . Slavery proved as injurious to her as it did to me. . . . Under its influence, the tender heart became stone, and the lamblike disposition gave way to one of tigerlike fierceness.

The first step in her downward course was in her ceasing to instruct me. She now commenced to practice her husband's precepts. She finally became even more violent in her opposition than her husband himself. She was not satisfied with simply doing as well as he had commanded; she seemed anxious to do better. Nothing seemed to make her more angry than to see me with a newspaper

. . . .

From this time I was most narrowly watched. If I was in a separate room any considerable length of time, I was sure to be suspected of having a book. . . . All this, however, was too late. The first step had been taken. Mistress, in teaching me the alphabet, had given me. . . [my start].

The plan which I adopted. . . was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent on errands, I always took my book with me. . . [B]y doing one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome. . . I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge. . . .

I was now about twelve years old. . . [T]he thought of being a slave for life began to bear heavily upon my heart. Just about this time, I got hold of a book entitled The Columbian Orator. Every opportunity I got, I used to read this book. Among much of other interesting matter, I found in it a. . . [conversation] between a master and his slave. The slave was represented as having run away from his master three times. . . .

. . . .

The idea as to how I might learn to write was suggested to me by being in Durgin and Bailey's shipyard. . . /I saw/ the ship carpenters, after. . . getting a piece of timber ready for use, write on the timber the name of that part of the ship for which it was intended.

When a piece of timber was intended for the larboard side, it would be marked thus--"L." When a piece was for the starboard side forward, it would be marked thus--"SF." For larboard aft, it would be marked thus--"L. A." For starboard aft, it would be marked thus--"S. A." I soon learned the names of these letters, and for what they were intended. . . . I immediately commenced copying them. . . /I/n a short time /I/ was able to make the four letters named.

After that, when I met with any boy who I knew could write, I would tell him I could write as well as he. The next word would be, "I don't believe you. Let me see you try it." I would then make the letters which I had been so fortunate as to learn, and ask him to beat that. In this way I got a good many lessons in writing. . . .

During this time, my copy-book was the board fence, brick wall, and pavement; my pen and ink was a lump of chalk. With these, I learned mainly how to write. I then commenced and continued copying the Italics on Webster's Spelling Book, until I could make them all without looking on the book. By this time, my little Master Thomas had gone to school, and learned how to write, and had written over a number of copy-books. These had been brought home, and shown to some of our near neighbors, and then laid aside. My mistress used to go to class meeting at the Wilk Street meeting-house every Monday afternoon, and leave me to take care of the house. When left thus, I used to spend the time in writing in the spaces left in Master Thomas's copy-book, copying what he had written. I continued to do this until I could write a hand very similar to that of Master Thomas.

Thus, after a long, tedious effort for years, I finally succeeded in learning how to write.

Questions:

1. Why did the white master not want his slave to learn to read and write?

2. Why did Douglass want to learn to read and write?

3. What does this account tell you about the intelligence of this Negro slave?

4. Why does Douglass think that slavery hurt his mistress? Would you agree? Why or why not?

SLAVERY IN SOUTH AMERICA

Negro slavery existed in South America as well as in the United States. However, a slave could become free in many ways. For example, he might buy his freedom. Or if a slave were punished cruelly, a judge would free him. A slave in Brazil became free if he or she became the parent of ten children. Frequently, masters freed their slaves at certain important events. For example, he might free a slave at the birth of his own son or the marriage of his daughter. Or he might free a slave on a national holiday.

The Catholic Church saw to it that slaves were married in church. These slave marriages were then protected by law. If a woman slave married a male slave of another master, she went to live with her husband. Her master was paid by the husband's master. A slave could marry a free woman. Any children were then free.

The slave master had less power over slaves than in the United States. A slave who was accused of a crime was tried in a court. Laws limited the kind of punishment which masters could use. The government set up legal protectors in many parts of South America. These men investigated cases of possible violation of slave rights. Moreover, the priests went to plantations to teach the slaves about Christianity. They saw how they were treated and reported poor treatment to the official protectors.

Slaves in South America could own property. They could work for themselves or hire out for pay on Sundays and holidays. There were many holidays in South America. As a result, slaves could earn enough to buy their freedom after a period of time.

Freedmen enjoyed the same rights as those who had never been slaves. Many of them became officers in the army. Others became priests and judges. They could enter any occupation which they wished.

Protection of slaves and freedmen was provided originally by the European governments which had controlled the colonies. The Spanish monarchs had not liked slavery. Therefore, they set up many regulations to safeguard slaves. The Spanish government exercised much more control over its colonies than did the English government. As a result, these laws provided great safeguards for the slaves. Many of them were continued after the South American countries won their freedom.

Three parties were interested in the Negro slave in South America. The European government which ruled the colonies, the Church, and the owner of the slave. Each of these had certain regulations for the slave, but most of them were set down by the government and the Church.

Questions:

1. How did the rights of slaves in South America differ from those in the United States?

2. Who made the regulations over the slaves in South American countries? How does this differ from those who set up the regulations over slaves in the United States?

3. Why do you think the Church did not help control slavery in the United States?'

4. What were some differences between freedmen in the South American colonies and freedmen before the Civil War in the United States?

LINCOLN'S STATEMENTS ABOUT SLAVERY BEFORE 1860

The following are statements made by Lincoln at various times before 1860. Look for his personal feelings concerning slavery. What legal action did he think was proper? What change seems to take place in his thinking? Answer the questions following the quotations.

1. "If I ever get a chance to hit that thing [slavery], I'll hit it hard." (1831)

2. "The institution of slavery is founded on. . . injustice." (From a resolution to the Illinois legislature, 1831.)

3. "[We]. . . believe that the Congress of the United States has no power under the Constitution to interfere with the institution of slavery in the different states. . . ." (To the Illinois legislature, 1837.)

4. "In 1841, you and I had. . . [a] water trip. . . . You may remember. . . that from Louisville to the mouth of the Ohio there were, on board, ten or a dozen slaves, shackled together with irons. That sight was a continual torment to me. . . I see something like it every time I touch the Ohio or any other slave border." (From a letter written years after the incident.)

5. "I have said a hundred times. . . that I believe there is no right. . . of the free states to enter into the slave states and interfere with the question of slavery at all." (1845)

6. "I hold it to be . . . [the highest] duty of us in the free states, due to the Union of States, and perhaps to liberty itself. . . to let the slavery of the other states alone." (Oct., 1845)

7. "I am a northern man, or rather a western free-state man, with a. . . [group of voters] I believe to be, and with personal feelings I know to be, against the extension of slavery." (A statement to Congress, 1848)

8. "Let us turn slavery from its claims of 'moral right' back upon its existing legal rights, and its arguments of 'necessity.'--Let us return it to the position our fathers gave it; and there let it rest in peace." (1854)

9. "I think I would not hold one in slavery. . . yet the point is not clear enough for me to denounce people on." (1854)

10. "You know I dislike slavery and you fully admit the abstract wrong of it." (1855)

11. "I confess I hate to see the poor creatures [slaves] hunted down and caught and carried back to their stripes and. . . [unending] toil; but I bite my lips and keep quiet." (1855)

12. "I do not now, or ever did, stand pledged against the admission of any more slave states into the Union." (1858)

13. "I do not stand pledged to the prohibition of the slave trade between various states." (1858)

14. "It is nothing but a miserable. . . [change in] what I have said, to assume that I have declared Missouri or any other slave state shall emancipate their slaves. I have proposed no such thing." (1858)

15. "We must not interfere with the institution of slavery where it exists, because the Constitution forbids it, and the general welfare does not require us to do so." (1858)

16. "I have always hated slavery, I think, as much as any abolitionist. . ." (1858)

17. "I confess myself as belonging to that class in this country who. . . [think of] slavery as a moral, social, and political evil. . . ." (1858)

18. "I will say. . . that I am not, nor ever have been, in favor of bringing about, in any way, the social and political equality of the white and black races." (1858)

19. ". . . . If all earthly power were given me, I would not know what to do as to the existing institution [slavery]." (1858)

20. "The legal right of the Southern people to reclaim their fugitives I have constantly admitted." (1858)

21. "I desire that it should no further spread in these United States. . . I should not object if it should gradually. . . [come to an end] in the whole Union." (1859)

22. "I suppose. . . [slavery] may long exist. . . [P]erhaps the best way for it to come to an end peaceably is for it to exist for a length of time. But I say the spread and strengthening... of it is. . . entirely different. . . ." (1859)

23. "Wrong as we think slavery is, we can yet afford to let it alone where it is. . . /T/hat much is due to the necessity arising from its actual presence in the nation." (1860)

24. "I do not stand pledged to the abolition of slavery in the District of Columbia. . . /However,/ I should be exceedingly glad to see slavery abolished in the District of Columbia." (1860)

Questions:

1. What seemed to be Lincoln's personal feelings about slavery?

2. Did Lincoln feel he could do anything about slavery in the Southern states? What reasons did he give?

3. Did Lincoln always take the same view about the extension of slavery and the admission of new slave states? (Look at statements # 7, 12, 21 and 22.)

4. Which of his views might worry the South? Why?

LINCOLN'S STATEMENTS ABOUT SLAVERY AFTER 1860

Read these statements carefully. Keeping in mind what you have learned concerning Lincoln's views and actions on slavery before 1860.

1. "I have no purpose. . . to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination [desire] to do so." (From First inaugural address, 1861)

2. "We didn't go into the war to put down slavery, but to put the flag back." (1861)

3. "Without the institution of slavery, and the colored race as a basis, the. . . [Civil War] could not have existence." (1862)

4. "My paramount object in this struggle is to save the Union, and is not either to save or to destroy slavery. If I could save the Union without freeing any slave, I would do it; and if I could save it by freeing all the slaves, I would do it; mind if I could save it by freeing some and leaving others alone, I would also do that." What I do about slavery, and the colored race, I do because I believe it helps to save the Union." (Aug., 1862)

5. "The executive will in due time recommend that all citizens. . . who have remained loyal. . . throughout the rebellion. . . be compensated [paid] for all losses by acts of the United States, including the loss of slaves." (1862)

6. "Emancipation would help us in Europe and convince them we are incited [moved to act] by something more than ambition." (1862)

7. "I have studied this matter [the Emancipation Proclamation] well; my mind is made up. It must be done. I am driven to it. There is no other way out of our troubles."

8. "On the first day of January. . . [1863], all persons held as slaves within any State, or. . . part of a State, the people Whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free. . . [T]he Executive Government of the United States. . . will recognize and maintain the freedom of such persons. . . . And I further declare. . . that such persons of suitable condition will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in paid service. And upon this act, sincerely believed to be an act of justice, warranted by the Constitution upon military necessity, I invoke the considerate judgment of

mankind and the gracious favor of Almighty God.... (From the Emancipation Proclamation.)

9. "I am naturally anti-slavery." (1864)

10. "If slavery is not wrong, nothing is wrong. I cannot remember when I did not so think and feel." (1864)

11. "One-eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the Southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was, somehow, the cause of the war. . . ." (From Lincoln's 2nd Inaugural Address.)

Questions:

1. What seem to be Lincoln's views on action about slavery in statements # 1-4?

2. At whom do you think he was aiming statement #5? Why?

3. Why do you think Lincoln issued the Proclamation? (See #6 and 7.)

4. Who were freed by the Emancipation Proclamation? (See #8.)

5. What is your reaction to the second part of the Emancipation Proclamation?

6. How did Lincoln's views in #9 and #10 compare with his views on slavery before 1860?

7. Compare the statements in #2 and #11. How do you account for the difference?

8. Did Lincoln take a position on equality for the Negro?

LINCOLN AND HIS GENERALS

/Following are some comments made by Lincoln to and about his generals during the Civil War. Read them carefully to find some of the complaints which Lincoln had. Also find out how much of a role he seemed to play in telling the generals how to conduct the war. Which generals did he seem most pleased with? Why? Answer the questions following the quoted comments./

Fremont:

1. "General Fremont needs assistance which it is difficult to give him. He is losing the confidence of men near him, whose support any man in his position must have to be successful. His cardinal mistake is that he isolates himself. . . /He/ allows no one to see him. . . /and so/ does not know what is going on in the very matter he is dealing with. . . ."

2. "I thought well of Fremont. Even now I think well of his impulses. I only think he is the prey of wicked and designing men. . . I think he has absolutely no military capacity."

3. "I see you are at Moorefield; you were expressly ordered to march to Harrisonburg. What does this mean?"

Grant:

4. "I can't spare this man--he fights!"

5. "True, these troops are, in strict law, only to be removed by my order; but General Grant's judgement should be the highest incentive to me to make such an order.

6. "Nothing that I have done, or probably shall do, is to delay, hinder, or interfere with your work."

Halleck:

7. "Our success or failure at Fort Donelson is vastly important, and I beg you to put your soul in the effort."

8. "If in such a difficulty as this you do not help, you fail me precisely in the point for which I sought your assistance. Your military skill is useless to me if you do not do this."

9. "When it was proposed to station Halleck here in general command, he insisted . . . on the appointment of a general-in-chief who should be held responsible for results. We appointed him. . . [A]ll went well enough until after Pope's defeat, when he broke down--nerve and pluck all gone. . . [He] has ever since evaded all possible responsibility--little more since than a first rate clerk."

McClellan:

10. "I can never feel confident that he will do anything effectual."

11. "I put Mc Clellan in command here to defend the city, for he has great powers of organization and discipline. He comprehends and can arrange combinations better than any of our generals, and there his usefulness ends. He can't go ahead--he can't strike a blow."

12. "You remember my speaking to you of what I called your over-cautiousness?"

13. "I have just read your dispatch about sore tongued and fatigued horses. Will you pardon me for asking what the horses of your army have done since the battle of Antietam that fatigues anything?"

14. "After the battle of Antietam I went up to the field to try to get. . . [McClellan] to move. . . [I] came back thinking he would move at once. But when I got home he began to argue that he ought not to move. I. . . ordered him to advance."

Pope:

15. "He (Pope) has retired to Centreville where he says he will be able to hold his men. I don't like the expression: I don't like to hear him admit that his men need holding."

Meade:

16. "I have been oppressed nearly ever since the battle of Gettysburg by what appeared to be evidences that yourself [Meade], General Couch, and General Smith were not seeking a collision with the enemy but were trying to get him across the river without another battle. . . . He retreated. . . [Y]ou did not, it seemed to me, pressingly pursue him. . . ."

17. "We had. . . [Lee's army] within our grasp. We had only to stretch forth our hands and they were ours. And nothing I could say or do could make the army move."

18. "Well, to be candid, I have no faith that Meade will attack Lee: nothing looks like it to me. . . .No, I don't believe he is going to fight."

Burnside:

19. "I have been struggling for ten days, first through General Halleck, and then directly, to get you to go to assist General Rosecrans. . . [Y]ou have repeatedly declared you would do it. . . [Yet] you steadily move the contrary way." [This quotation is from a letter which Lincoln did not send to Burnside.]

Questions:

1. What is the official position of the President of the United States in relationship to the army?

2. List the specific complaints Lincoln had about the generals in the Civil War.

3. How familiar do you think these generals were with the handling of large armies? With fighting a widespread war? Why?

4. Which general did Lincoln seem to favor the most? Why?

5. Give some examples of orders Lincoln gave his generals.

6. Did the generals seem to view the "total" course of the war, or were they mainly concerned with their own troops?

7. How much military training did Lincoln have? (Answer on the basis of what you already know about Lincoln.)

8. Do you think President Johnson takes as active a part in directing the war in Viet-Nam as Lincoln did in the Civil War? Why or why not? If not, who does make most of the important decisions now? Why?

9. How does this information on Lincoln's views of his generals compare with other reading you have done in texts or in novels concerning these same generals or others of the Civil War period?

A MISSISSIPPI ELECTION

(D. J. Foreman was a Negro Republican leader. He had 300 Republican voters and 47 Democratic voters in his congressional district. The following selection is part of his testimony before a Senate Committe, in 1875.*)

. . . [W]e held meetings but we did not hold them publicly. We used to go into the swamps to hold them. . . [W]e had a house off the road where we could meet, with no lamps or anything.

Q. What did you do at those meetings?

A. We would meet for the purpose of discussing what we were going to do at the election.

Q. What did you propose to do at the election?

A. Some said not to go to the polls; some said they would go; some said they were afraid to go. . . [S]ome said they were not, and they would go if they got killed. . . .

Q. Are your people armed generally [?]. . . .

A. No, sir; they are poorly armed. . . .

Q. When did you first know what the result was [in the election]?

A. I met Bazelius, clerk of the election, the next morning. . . I asked him what was the result of the election. He told me: "We beat you badly yesterday." I says, "No, you didn't; you polled forty-seven votes." He says, "It was you polled forty-seven votes, and we polled three hundred. You all voted democratic votes." . . .

Q. Do you know anything more about what took place at the election?

A. [The white people] met the colored people, and would not allow them to come with arms. . . [T]he white people kept on theirs and that scared the colored people. . . .

Q. And the democrats carried their arms?

A. Yes, sir; and Mr. Henderson told me that I would have to shut my mouth. . . I told him that I thought they were going to let us have a fair election. . . /T/hey said it was a fair election. . . I told him I was making a fuss for something. . . I thought as they did not allow colored people to bring their arms, that they ought not to have theirs.

Questions:

1. How did the white people try to keep Negroes from voting?

2. Do you think the election count was accurate? Why or why not?

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*From Senate Report 527, Part II, 44th Congress, First Session, (Washington, 1876), pp. 1380-1383.

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Grade Six
Unit: The Civil War and Reconstruction

STUDY QUESTIONS ON READINGS

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STUDY QUESTIONS ON DESCRIPTIONS OF LIFE IN AFRICA

Read one of the following accounts: Sterling, Forever Free, pp. 18-20; Bennett, Before the Mayflower, pp. 23-27; or Starkey, Striving to Make It My Home, pp. 41-43. Then answer as many of the questions below as possible.

1. What did the Europeans think of the Africans? Do you suppose the Americans of the time knew any more about Africa and its people than the Europeans did? Why or why not?
2. How did Africans make a living?
3. What kinds of religions did the Africans have?
4. What was the African family like?
5. What did the Africans use for money?
6. How did the Negro culture in Africa compare with the culture in Europe at the same time?
7. How does the information you just read compare with what you thought Negroes in Africa were like back in the 1700's?

STUDY QUESTIONS ON SLAVERY IN AFRICA

Read one of the following accounts: Bontemps, Story of the Negro, pp. 53-54; or Starkey, Striving to Make It My Home, pp. 50-51. Also read the quotation from Elkins, Slavery, which is reprinted here. Then answer the questions below.

Quotation from Stanley M. Elkins, Slavery--A Problem in American Institutional and Intellectual Life. (New York: Grosset and Dunlap, 1963), p. 96.

"The typical West African slave was a recognized member of a household and possessed numerous rights. 'A slave,' according to R.S. Rattray, writing of Ashanti society, 'might marry; own property; himself own a slave; swear an "oath;" be a competent witness; and ultimately might become heir to his master.'"

1. What were some of the reasons why people became slaves in Africa?
2. According to the account, how were the African slaves generally treated?
3. Who might help the slave if he were mistreated?
4. If the slaves lived in or near their own villages, what was frequently true about the language, customs, and religion of slave and master?
5. If an African were enslaved and kept near his home, what kind of labor was he asked to perform? Would the master usually have thought of the slave as normal or "dumb?"
6. What differences would you expect between the Negro as a slave in Africa and as a slave in the United States? Why? (Think of the answers you gave to questions 4 and 5 as you answer this question.)

GUIDELINE QUESTIONS FOR BOOKS ON SLAVERY AND THE UNDERGROUND RAILROAD

Look for information on as many of the following questions as you can when reading the fiction and non-fiction books on slavery and the underground railroad. These topics will be taken up in class discussion later in the unit.

1. What does your author say about the problems of the slaves?
2. Why did slaves run away or want their freedom?
3. How did the slaves act in the book you are reading?
4. If any descriptions are given of the slave's master, how is the master pictured (kind? cruel? demanding? etc.)?
5. What did the masters seem to think of their slaves?
6. What kind of people in your book became involved with the underground railroad?

7. What reasons did these people give or have for becoming a part of the underground railroad?

8. What methods or ways did they use in hiding the slaves? How did they move the slaves?

9. How secret was the underground railroad? Why?

10. What were some of the comments made or actions taken by neighbors who did not share the ideas of those working with the railroad?

11. What does your book show about the numbers involved with the underground railroad? (many, few, about half, almost all northerners, etc. ?)

12. In your book, were any free Negroes captured by the slave catchers? If so, how were they captured? What did the people think about this?

13. What descriptions are given of slave catchers in your book? How are they pictured? Why?

STUDY QUESTIONS ON MAPS OF THE ELECTION RESULTS OF 1860

1. Was the North unified for one candidate?

2. Was the South unified for one candidate?

3. For whom did a majority in the South vote? What have you learned about his views on slavery?

4. Which candidate received the second greatest vote in the South? What have you learned about his views on slavery?

5. Which states' electoral votes went for the above candidate?

6. Why do you think Douglas got a few popular votes in the South?

7. Oregon and California did not allow slavery. What does the popular vote show about the feelings of the population?

8. Where did Lincoln have his strongest support?

9. What states did Douglas carry in the electoral vote?

10. What does the map of popular vote tell us about the people's views on slavery in 1860?

11. Was the Republican party a sectional party, as the South claimed? (Did it receive its major support from one section or area of the country?)

12. Who seemed to ba another sectional candidate?

STUDY QUESTIONS ON REACTIONS OF THE NEGROES TO THE EMANCIPATION PROCLAMATION

Read one of the following accounts: Sterling, Forever Free; Commager, The Great Proclamation; and Reddick and McCarthy, Worth Fighting For. Then answer the questions below.

1. How did the reactions of the Negro compare with how you thought the Negro would react?

2. Did the Negroes seem to really realize what the Emancipation Proclamation provided? What evidence do you have for your answer?

3. What were some of the ways Northern whites reacted? Did any of these reactions surprise you? What group in the North would you expect to be most in favor of the Emancipation Proclamation?

4. How did the Southern whites react? Was the Emancipation Proclamation really binding on them? Why or why not?

5. What were the major problems of the Negro after the Emancipation Proclamation?

GUIDELINE QUESTIONS ON BOOKS DEALING WITH THE CIVIL WAR

Answer as many of the following questions as you can.

1. As you read, look for descriptions of the soldier's or sailor's life.

2. What part of the strategy of the North or South, if any, was being carried out?

3. What generals, if any, are mentioned? How are they portrayed?

4. What weapons, if any, were used by the people in your book?

5. What tactics or methods were used in fighting?

6. If civilians from the North or South were protrayed in your book, how was the war affecting them? How did they live?

7. Where did the story in your book take place?

8. Was your book true or fiction? If it was fiction, how accurate do you feel the situations were? Based upon what you have learned concerning the war, do you think the situations were possible?

THE SLAVES' IDEAS ABOUT FREEDOM

/During the 1930's a federal project interviewed ex-slaves. They were asked what they remembered about slavery and freedom. Their accounts were recorded and later printed in Lay My Burden Down. This book was edited by B. A. Botkin. The first selection below summarizes the major ideas expressed by the ex-slaves. The others are individual accounts. Read all of the accounts and then answer the questions below./

1. Read Botkin's general summary of ideas about how Negroes reacted to their freedom. See pages 221-222.

2. Read the account called "Like Freedom Was a Place," on pp. 223-224. This account is based on an interview with Frank Patterson, aged 88.

3. Read the account called "They Got What They Expected," on pp. 224-225. This account is based on an interview with Waters McIntosh, aged 76.

4. Read the account called "He Made Us Work Several Months After That," on p. 227. This account is based on an interview with Susan Merritt, aged 87.

5. Read the account called "When Christmas Came," on p. 229. This account is from an interview with Fred James, aged 81.

6. Read the account called "You All Go On Away," on p. 230. This account is based on an interview with Pauline Howell, aged 65 or 70, whose parents had been slaves.

7. Read the account called "He Couldn't Help Crying," on pp. 236-237. Read only the last paragraph on p. 236 (ending on page 237) and the last paragraph in the article (on page 237). This account is based on an interview with Andrew Goodman, aged 97.

8. Read the account called "They Just Expected Freedom," on pp. 240-241. This account is based on an interview with Liney Chambers, age unknown.

9. Read the account on "I Got Along Hard After I Was Freed," on p. 241. This account is based on an interview with Thomas Ruffin, aged about 83.

10. Read the last paragraph of the account called "Toby and Govie," on pages 246-247. This account is based on an interview with Toby Jones, aged 87.

Questions:

1. List some of the ideas the Negroes had about freedom.
2. What were some of the ways the masters reacted to freedom?
3. What was share cropping?
4. What view did Frank Patterson have about freedom?
5. What happened to the master's promise to the slaves according to Susan Merritt? Do you think this happened often? Why or why not? How does it compare with the description by Fred James?
6. According to Pauline Howell, why did the slaves keep coming back? Do you think this was an exception or would it happen often? Why or why not?
7. What happened to many of the slaves according to Liney Chambers? Why?
8. What part of the "sambo" stereotype is strengthened by James' account? Why?
9. Chambers does not report hearing of any slaves being made to stay on the plantations. How does this statement compare with some of the other accounts? Why do you think the accounts differ on this?
10. How accurate do you feel these accounts by ex-slaves are? Why? (Take into account their age at the time accounts were given, their age at the end of the war, and the period of time between the happening and their telling about it, etc.)
11. How do these accounts compare with what you thought happened to the ex-slaves?
12. Where else could we find information on conditions, problems, and thoughts of ex-slaves after the Civil War? Do you think these would be more or less accurate than the accounts you just read? Why?

THE KU KLUX KLAN

Some ex-slave accounts of the activities of the Ku Klux Klan are found in B. A. Botkin, ed. Lay My Burden Down. Read the following accounts. Then answer the questions below.

1. Read the account labelled II on pp. 256-257. It is taken from an interview with Pierce Harper, aged 86.

2. Read the account labelled III on pp. 257-258. Begin with paragraph 3 on page 257 and read through paragraph 4 on p. 258. This account is taken from an interview with Claiborne Moss, aged 81.

3. Read the account called "Your Old Horse Ain't no Good," on p. 258. This account is from an interview with Anthony Dawson, aged 105.

4. Read the account called "Get Rid of the Grass" on pp. 261-262. This account is taken from an interview with Hammet Dell, aged 90.

5. Read the account called "They Kept the Negroes from Voting," on pp. 264-265. This account is from an interview with F. H. Brown, aged 75.

Questions:

1. Why did Pierce Harper say the Ku Klux Klan bothered them? (See account #1.)

2. What was your reaction to the action of the governor?

3. What did Claiborne Moss say the Ku Klux Klan took action against? How did you feel about this?

4. Do you think many Negroes reacted toward the Ku Klux Klan the way Anthony Dawson did? Why or why not?

5. What methods of the Ku Klux Klan were described by Hammett Dell? Why do you think the Ku Klux Klan members were able to frighten Negroes in this way?

6. What did you think of Hammett Dell's reaction to the Ku Klux Klan--that it was a good thing at that time? Do you think his reasons were good ones? If these were problems with the Negroes, how else could they have been handled?

7. Look at the last few statements in Dell's account. How do they suggest that the "Sambo stereotype" may have been reinforced by actions of the Negroes themselves?

8. Do you feel the Southerners were justified in supporting an organization like the Ku Klux Klan? Why or why not?

9. Do you think all Southerners supported the actions of the Ku Klux Klan? Why or why not?

10. How did the Ku Klux Klan and the Negroes' reactions to it help to reinforce the old "sambo" stereotype of the Negro?

11. How accurate do you feel the accounts were? Do you think there are more accurate accounts of the activities of the Ku Klux Klan? Why or why not?

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Grade Six
UNIT VI: CIVIL WAR AND RECONSTRUCTION

RESOURCE UNIT

These materials were developed by the Project Social Studies Center of the University of Minnesota under a special grant from the U. S. Office of Education. (Project No. HS-045)

1968

OBJECTIVES

This unit should make progress toward developing the following:

GENERALIZATIONS

1. Ways of living differ from one society to another; indeed, each culture is unique.
    a. People in different societies and in different groups within a society differ as to how they expect people to act and as to what they think good and bad.
    b. The structure of the family varies from society to society and from one group to another within any society.
    c. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural values and norms.
2. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.
    a. Communication may be hampered by language and culture barriers as well as by physical barriers.
3. People everywhere must learn to behave in the ways they do, just as we learn to behave in the ways we do. Culture is learned, not inborn.
    a. Freedom is culturally-determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them, etc.
    b. People direct expectations, (organized into roles) toward both children and other adults. They reinforce these expectations with positive and negative sanctions.
    c. The child, and later the adult, internalizes expectations and acts out roles according to the way he interprets expectations and defines the situation.
4. All people, regardless of race, have many things in common.
5. Not all members of any group are exactly alike.
6. Social control is enforced by social sanctions, formal and informal.

7. Whenever things valued by a society are scarce, there will be differential access to and control of these scarce and valued things by sub-groups within the society.

8. In political conflict there is a struggle over goals; the conflicting sides attempt to use the authority of the political system to win the conflict.

   a. Groups may engage in conflict; one group may try to dominate another in order to take something from it such as its labor or wealth.

   b. Conflict with another group leads to the mobilization of the energies of group members and to increased cohesion of the group.

9. People may increase their power by working together in groups.

   a. Countries may seek to increase their power by gaining alliances with other countries.

10. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and not seen as related to other issues.

11. People frequently base their actions upon a stereotype or a generalized picture which assigns to all members of a group [illegible] of characteristics which are true for only some of them.

12. People try to work out rationalizations for behavior which is inconsistent with their basic values; racism is a relatively recent development which has served as a rationalization for discrimination against other races.

    a. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

13. The nature of discrimination and prejudice against a specific group is the result of particular group interactions over time.

    a. The easier it is to distinguish a minority group by some physical characteristic, the harder it is for that group to gain full acceptance by the wider society and to move out of one social class into another one.

14. The contrast between democratic and undemocratic political systems may be looked at as a conflict in basic underlying values.

15. Non-governmental groups may be enemies of freedom and may deprive the individual of options, just as surely as the government may.

16. Frustration may result in aggression (physical or non-physical).

17. Frustration and self-doubts may lead to apathy.

18. An institution is an interrelated cluster of roles and the attached meanings and values. Every member of a group has a position in relation to every other member of the group. For every position there is a fairly well-defined way of behavior (or a role) known both to the holder of the position and to the other members of the group.

19. Although culture is always changing, certain parts or elements may persist over long periods of time.

    a. That which is learned in early childhood tends to be most resistant to change.

    b. Change in one aspect of society will have effects upon other aspects.

20. Individuals know the political system and people of other countries and groups as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.

    a. Most political communication depends on the use of symbols, stereotypes, and other communication shortcuts.

    b. Effective political communication depends both on technological skills and on the skills of the population (literacy or at least a common language).

    c. Public opinion and propaganda may help bring about wars.

21. Any decision is in part a product of the internalized values and the perceptions of the persons making the decision.

22. There are usually multiple, interrelated causes for wars.

23. Wars have a serious impact upon both soldiers and civilians.

24. The community demands security--a goal which may be incompatible with the demands of individuals.

25. Military power is an important factor in the development of national power, but not the only or even the dominant one.

    a. Differences in population, resources, and economy may be reflected in differences in national power; that is to say, they are important bases or components of national power.

26. People use their physical environment in terms of their cultural values, perceptions, and level of technology.

27. Machinery and power make it possible to increase production and the precision with which products are made and to make new products.

28. Prices are affected by supply and demand. (Other things being equal, the price of a good rises when the good is in short supply as compared to the demand for the good.)

29. Poor living conditions, long hours of hard work, poor diet and poor health affect a person's ambition and his ability to work.

ATTITUDES

1. Is curious about social data and human behavior, and desires to study such behavior further.

2. Is committed to the free examination of social attitudes and data.

3. Is sceptical of "conventional truths" and demands that widely-held and popular notions be judged in accordance with standards of empirical validation.

4. Desires to keep his values from affecting his interpretation of evidence, although recognizing the important role of values in the process of making decisions.

5. Is sceptical of single-factor causation.

6. Values human dignity.

7. Is sensitive to the feelings of others.

8. Believes that people of different interests, abilities, and background can contribute to American society.

9. Treats people as individuals, not as members of a particular group.

10. Desires to protect the rights of minorities.

11. Believes in equality of opportunity for all.

12. Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.

SKILLS

The broad skill toward which teaching is ultimately directed is underlined. A specific aspect of a skill or an understanding needed to learn a skill is in plain type.

1. Attacks problems in a rational manner.

- a. Sets up hypotheses.
- b. Identifies value conflicts.

2. Gathers information effectively.
    - a. Reads with understanding.
        - 1) Reads for the main idea or ideas.
        - 2) Reads for details which support or contradict generalizations and main ideas.
        - 3) Reads to organize what is read.
    - b. Gains information by listening.
        - 1) Listens for main ideas, supporting detail, and to evaluate what he hears.
    - c. Gains information by studying pictures and films.
    - d. Gains information by using models.
    - e. Identifies the main idea of an oral, written, or visual presentation.

3. Uses effectively geographic skills.
    - a. Interprets map symbols according to the map legend.
    - b. Draws inferences from maps.
        - 1) Draws inferences from a comparison of different map patterns.

4. Evaluates sources of information.
    - a. Checks on the accuracy of information and decides how much faith to put in the source.
        - 1) Checks on the bias and competency of witnesses, authors, and producers of materials.
        - 2) Distinguishes between facts and estimates.
        - 3) Compares sources of information.
    - b. Checks on the completeness of data.
    - c. Detects inconsistencies.

5. Organizes and analyzes data and draws conclusions.
    - a. Applies previously-learned concepts and generalizations to new data.
    - b. Tests hypotheses against data.
    - c. Generalizes from data.
    - d. Organizes his information according to some logical pattern which fits histopic.

6. Is able to work effectively with others.

   a. Is able to empathize with others, seeing things through their eyes, whether he accepts their viewpoint or sympathizes with them or not.

OBJECTIVES	OUTLINE OF CONTENT
A. IS CURIOUS ABOUT SOCIAL DATA.	I. The "Sambo" stereotype of the Negro in the United States resulted from the particular development of the institution of slavery in this country and was not inherent in the African Negro. Many Negroes did not fit the stereotype but the stereotype colored reactions toward the Negro and his position in America.
	A. Negroes had developed a number of different cultures in Africa; there were great variations among them, and many were very advanced.
	1. Negroes had developed various kinds of crafts, different types of agriculture, and other ways of making a living in varied physical environments; the Negroes brought to the United States came from a physical environment which differed greatly from that in the United States.

TEACHING PROCEDURES	MATERIALS
Initiatory Procedures	
1. Show the class pictures of pre-Civil War slaves and freedmen in the United States. Ask the students to write a description of what they think the life of these people might have been like in Africa. Discuss the differences in the students' ideas, showing them some of these differences are possibly due to the fact they do not know a great deal about Africa. Then discuss what ideas pre-Civil War Americans might have had concerning the African Negro when he came as a slave, pointing out how little was actually known at the time about Africa and the educational level of many Americans at the time.	Swift, North Star Shining. Hughes and Meltzer, Pictorial History of the Negro in America.
2. Show a series of pictures on plantation life in the South and the activities of the slaves. Use them to stimulate a discussion of how similar or different the students feel the life of the slave in America may have been to life of Negroes in Africa.	Illustrated Classroom Pictures set on "The South." Hugnes and Meltzer, Pictorial History of the Negro in America. Cross, Life in Lincoln's America.

S. Sets up hypotheses.

S. Draws inferences from a comparison of different map patterns.

A. IS CURIOUS ABOUT SOCIAL DATA.

S. Organizes his information according to some logical pattern which fits his topic.

S. Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.

3. Have pupils examine both a physical map and a vegetation map of Africa. Ask: What occupations might the Africans have followed before they were taken as slaves to America? What difficulties in communication would there have been between groups in different parts of Africa? What differences might these communication difficulties have led to in cultural development and contact with other parts of the world? (Pupils who have come through the Center's second grade course will have studied a modern Hausa village and might be expected to remember something about the kind of climate and vegetation and occupations of the modern Hausa.)

Physical map of Africa.
Vegetation map of Africa.

4. Give pupils an overview of the unit and a list of suggested activities from which they should choose individual and small group projects. You may wish to give them such a list for only the first part of the unit at this time and then give them additional lists as you introduce new sections of the unit (such as on the war itself or on the reconstruction period).

Many pupils will be presenting small group or individual reports during the rest of the unit. Review suggestions for preparing for and presenting oral reports. Spend more time on discussing types of organization which might fit different kinds of topics. For example, discuss the difference between a narrative organization and an organization to fit exposition of a main idea.

S. Checks on the competency of witnesses.

S. Gains information by studying pictures and films.

A. IS CURIOUS ABOUT SOCIAL DATA.

S. Evaluates sources of information in terms of completeness of data.

S. Checks on the bias of producers of materials.

S. Gains information by listening.

S. Checks on the competency of witnesses.

G. People in different societies differ as to how they expect people to act and as to what they think good and bad.

S. Is able to empathize with others.

2. Negroes had developed elaborato social structures with different types of family systems, different types of social structure, and different systems of tribal rule.

3. African Negroes had developed different religious beliefs and held strong beliefs about what was good or bad. Negroes were proud of their culture, just as we are of ours.

Developmental Procedures	
5. Read to the class the account given by a 12 year old boy who was sold into slavery and his account of his life in Africa. Ask the students to examine what he said in relation to family life, occupations, rule, and the country. Discuss: How accurate do you think this account is? When was it probably written? How observant is a boy that young?	Sterling, Forever Free, pp. 23-24.
6. Show the class some pictures of African villages and African rituals. Ask them to make a list of things these pictures seem to show about the people of Africa as to their customs, family life, etc. Compare what the students saw in the pictures and the meaning they gave to what they saw. If there are differences, why? Did pupils tend to notice different details or read different things into them? Why?	Geography textbooks. Hughes and Meltzer, Pictorial History of the Negro in America.
7. Read aloud two or three different accounts of the life the slaves remembered in Africa and their reactions to being taken into slavery. Discuss what their accounts show of African life, family ties, and the people's values. Ask about differences in these descriptions and what effect the length of time since coming to America might have had on their accounts.	Sterne, The Long Black Schooner, pp. 12-16, 39-44, 59, 62, 82-89. Sterling, Forever Free, pp. 23-24.

A. IS SENSITIVE TO THE FEELINGS OF OTHERS.

S. Gains information by listening.

G. Ways of living differ from one society to another; indeed, each culture is unique.

4. Differences among Africans can be seen easily by examining such different ways of life as those of the Pygmies, Watusi, Maggoes, and North African Negroes.

S. Applies previously-learned concepts and generalizations to new data.

A. SCEPTICISM OF SINGLE-FACTOR CAUSATION.

G. People use their physical environment in terms of their cultural values, perceptions, and level of technology.

S. Reads for details.

A. IS CURIOUS ABOUT SOCIAL DATA.

G. People in different societies differ as to how they think people should act and as to what they think good or bad.

G. Ways of living differ from one society to another; indeed, each culture is unique.

5. There were wars among different African tribes, and the tribes had developed a system of slavery for prisoners of war and debtors; however, slaves were treated much like members of the family.

8. Read aloud some short descriptions of the Pygmies, Watusi, and other tribes in Africa. Have the students make a list of the differences in the descriptions. What does this show concerning the people of Africa? Are they all alike? Where are these tribes located? What type of country side is there? What does this have to do with ways of making a living, communication with other Africans, etc.?	Bontemps, Story of the Negro, pp. 11-31. Sterling, Forever Free, pp. 17-22.
9. Have a few students look up or read to the class descriptions of African villages. A few or all the students can then make a model of an African village. Have the students give some reasons why these villages differ from both white and Indian villages found in America during approximately the same period of time. (Use of local materials, climate, lack of industry, etc.)	Starkey, Striving to Make It My Home, pp. 36, 70-72.
10. Give the pupils descriptions of customs and ways of life found in Africa during the period of American enslavement of the Negro. After the students have filled in the questions based on their reading, discuss the characteristics and ways of life of the African Negro. How "human" and capable were these people? Why might whites of the time think them uncivilized? How did they view their own culture?	Sterling, Forever Free, pp. 18-20. Bennett, Before the Mayflower, pp. 23,27. Starkey, Striving to Make It My Home, pp. 36, 41-43. "Questions on Readings on Civil War and Reconstruction."
11. Read aloud some descriptions of tribal rule showing the Africans had a system of government. Discuss the basis for becoming a tribal chief. What types of control were maintained? Have the pupils compare these ways with what they learned previously concerning Indian tribes in the United States.	Starkey, Striving to Make It My Home, pp. 61-70.

S. Reads with understanding.
   a. Reads for the main idea or ideas.
   b. Reads to organize what is read.

A. IS CURIOUS ABOUT SOCIAL DATA.

G. Groups may engage in conflict; one group may try to dominate another in order to take something from it, such as its labor or wealth.

G. People in different societies differ as to how they expect people to act and as to what they think good or bad.

G. Communication may be hampered by language and culture barriers as well as by physical barriers.

G. Ways of living differ from one society to another; indeed, each culture is unique.

S. Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.

G. Ways of living differ from one society to another; indeed, each culture is unique.

G. People in different societies differ as to how they expect people to act and as to what they think good and bad.

12. Have the students read short descriptions of slavery as it existed in Africa before the coming of the white man. They should answer the questions on study sheets. Ask: Do you think slavery in America was carried on in the same way as it was in Africa? If you feel there were differences, why? What would be true concerning the customs, language, etc. of the master and the slave in Africa as compared with the master and newly arrived slave in the United States? Which might understand the slave better--the African master or the American master? why?

Bontemps, Story of the Negro, pp. 53-54. Starkey, Striving to Make It My Home, pp. 50-51. Elkins, Slavery, p. 96. "Questions on Readings on Civil War and Reconstruction?"

13. Have a bulletin board committee show some of the features of Negro life in Africa. They can use their own drawings of villages, religious rituals, occupations, etc. along with a large map showing the approximate locations of some of the major tribes. This bulletin board can be continued as the unit progresses to show the stages by which the Negro became a slave in the United States and his life as a slave in America.

14. In a summary discussion have the students list the characteristics of the African Negro that Americans in the pre-Civil War period would find different from their own. What reaction might this cause concerning the Negro and his background? Would Americans feel they had anything in common with the

A. DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE, ALTHOUGH RECOGNIZING THE IMPORTANT ROLE OF VALUES IN THE PROCESS OF MAKING DECISIONS.

S. Generalizes from data.

A. IS CURIOUS ABOUT SOCIAL DATA.

A. VALUES HUMAN DIGNITY.

S. Sets up hypotheses.

S. Is able to empathize with others, seeing things through their eyes, whether he accepts their viewpoint or sympathizes with them or not.

A. IS SENSITIVE TO THE FEELINGS OF OTHERS.

G. Communication may be hampered by language and culture barriers as well as by physical barriers.

B. The Negro, as a slave in the United States, found his life drastically changed. The institution of slavery in the United States developed gradually. Increased restrictions were placed on the Negro, slave and freedman, in the period prior to 1860.

1. The capture of the Negro, the Middle passage, and the seasoning of the new slaves left a definite mark on the Negro.

Negro? Would they consider him civilized? Why or why not? What justification might they find for enslaving the Negro?

15. Introduce the students to the available books on the life of slaves, runaway slaves, and the underground railroad. Give them the mimeo guideline sheets of items to look for in their books. Point out that this information will be brought into the class discussion as the topics come up in the unit. Give the students some class time to look over the books and do some reading in them. See the bibliography for books pertaining to this section.	See Bibliography. "Questions on Readings on the Civil War and Reconstruction."
16. Show the class some pictures of slave ships, slaves in chains, slave auctions, and slavery. Use these to stimulate a discussion on how Africans became American slaves.	Swift, North Star Shining. Hughes and Meltzer, Pictorial History of the Negro in America.
17. Have pupils pretend to be African boys or girls who were sold into slavery and brought to America. Have them describe their reactions and behavior. What immediate problems might they face? Would they understand what was happening to them? Would they even have ever seen the ocean before, much less a large ship? Would they understand what a slave auction was all about? How might their fright cause them to act?	

S. Tests hypotheses against data.

S. Gains information by listening.

G. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.

A. IS SENSITIVE TO THE FEELINGS OF OTHERS.

G. People in different societies differ as to how they expect people to act and as to what they think good and bad.

G. Communication may be hampered by language and culture barriers as well as by physical barriers.

G. Frustration and self-doubts may lead to apathy.

S. Applies previously-learned concepts and generalizations to new data.

G. Ways of living differ from one society to another; indeed, each culture is unique.

2. The treatment of Negroeslaves changed over time. Due to desires for an assured labor supply, problems the South felt the freedmen presented, and the lack of governmental or church interference, the master gradually assumed absolute power over all phases of the life of the slave.

18. Continue reading the description given by the 12 year old boy of the Middle passage and his sale to an owner of a plantation. Have the students make a list of some of the reactions he displayed, things that seemed strange to him, and what actually happened to him. Compare this description with those the students had written in #17. Discuss: What effects would an experience such as this have on a person? What impression would the whites have of Negroes who did not obey directions, who attempted suicide, who did not have clothes like theirs, etc.?

Sterling, Forever Free, pp. 24-34. Other accounts are found in Meltzer, In Their Own Words, Vol. 1, pp. 1-10. Bontemps, Story of the Negro, pp. 47-53, 57-62. Brawley, Negro Builders and Heroes, pp. 7-11.

19. Hold a review discussion on the characteristics of life in the North and South before the Civil War. Stress factors such as ways of making a living, social structure, background, and what the people felt was important. Why would the South feel it needed a cheap labor supply? What place had indentured servants played in the South as the colonies were being settled? How had they been treated? For how long were they indentured? What did they or could they do when their indenture was up?

Hughes and Meltzer, Pictorial History of the Negro in America.

A Picture Story of the Confederacy pp. 7-11.

G. People in different societies differ as to how they expect people to act and as to what they think good and bad.

G. Communication may be hampered by language and culture barriers as well as by physical barriers.

G. Groups may engage in conflict; one group may try to dominate another in order to take something from it, such as its labor or wealth.

S. Checks on the accuracy of information and decides how much faith to put in the source.

S. Checks on the bias and competency of witnesses and authors.

3. Plantation life differed according to the sections of the South, the number of slaves on the plantation, and the type of master.

20. Read a short description of the landing of the first Negro slaves at Jamestown and people's reactions to then. How did the white people at first view the Negro in relation to indentured servants? Can you think of any reasons why those who bought some of the first shiploads of Negroes might decide to make them into slaves instead of treating them as indentured servants? (Did they feel these people had rights like the white indentured servants? Did they feel the Negro could take care of himself in America? Why would it be easier to identify them?) What advantages might owners see in lifetime labor? Why hadn't they made the white indentured servants into slaves? What or who would protect the Negro against being made into a slave by the white man?

Bontemps, Story of the Negro, pp. 1-10.
Sterling, Forever Free, pp. 11-16,
Johnston, Living Together in America, pp. 21-42.
Buckmaster, Flight to Freedom, pp. 18-19.
Munnes, Short Illustrated History of the United States, pp. 103-104.

21. Have pupils read a number of accounts and descriptions of the life of a slave, being sure they are varied accounts with different types of masters, slaves in different occupations, slave accounts written during the time, and accounts of life under slavery written by people after slavery had been abolished. Discuss the differences found in the accounts. Which might be more accurate and why? Make a list of some of the demands made on slaves and the slaves' reactions to these demands.

"Selected Readings on the Civil War and Reconstruction"
Botkin, ed., Lay My Burden Down.
Meltzer, In Their Own Words, pp. 35-41, 42-50, 172-180. (Vol. 1.)
Cross, Life in Lincoln's America, pp. 35-45.
Sterling, Forever Free, pp. 82-99.
Buckmaster, Flight to Freedom, pp. 20-22.
Sterling, Captain of the Planter, pp. 16-24.
Hughes and Meltzer, Pictorial History of the Negro in America.
Reddick and McCarthy, Worth Fighting For, pp. 9-13.

A. VALUES HUMAN DIGNITY.

A. IS SENSITIVE TO THE FEELINGS OF OTHERS.

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

S. Checks the accuracy of information and decides how much faith to put in the source.

S. Checks on the bias and competency of witnesses and authors.

S. Sets up hypotheses.

S. Is able to empathize with others, seeing things through their eyes, whether he accepts their viewpoint or sympathizes with them or not.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR.

S. Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.

22. Ask the students reading novels containing information on slavery to tell what they have found out about the life of a slave and his treatment. Discuss the differences noted and what might account for the differences. (e.g. author, purpose of the book, section of the country in which the story takes place, etc.). Make a list of some of the demands on slaves and the slaves' reactions to them.

23. Divide the class into a number of groups with about 3-4 students in each group. Have approximately one half of the groups pretend they are slave owners. Have them list the major problems the slave owner would have with slavery, what he would expect from his slaves, how he would treat his slaves, and why. Have the other groups assume or pretend they are slaves. What would they fear most? What would they enjoy most? What actions might they take toward their masters and the work assigned to them? Why? (Have them list their decisions on these points.) Have each group present the list. Note similarities and differences between lists. The teacher might add items not brought up by the students themselves.

S. Checks on the bias and competency of producers of material.

S. Checks on the completeness of data.

G. Not all members of any group are exactly alike.

S. Checks on the completeness of data.

S. Checks on the bias and competency of producers of materials.

S. Checks on the completeness of data.

S. Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.

24. Based on their reading concerning slavery and the life of a slave, have each pupil draw what he considers to be a typical plantation scene. Tell the class to show what the slaves might be doing, what their houses might look like, what the plantation house might be like, what the children might be doing, etc. Have the class look for variations in the drawings and discuss what might have been used by different pupils in determining what to put into the drawings.

The teacher might now add some information as to the small number of plantation owners who really owned a large number of slaves, different types of plantations found in different sections of the country, and how large plantations with slave labor often differed from small plantations or farms on which only a small number of slaves were found.

25. A few students can build a model of a cotton field, slave quarters, the plantation house, etc. Discuss: Does this model show a typical scene of slavery? How are the slaves dressed? What does the overseer do, etc.?

Cross, Life in Lincoln's America.
Text illustrations.

S. Is able to empathize with others, seeing things through their eyes, whether he accepts their viewpoint or sympathizes with them or not.

S. Listens to discussion for main ideas, supporting detail,and to evaluate what he hears.

S. Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.

A. VALUES HUMAN DIGNITY.

A. IS SENSITIVE TO THE FEELINGS OF OTHERS.

G. Ways of living differ from one society to another; indeed, each culture is unique.

G. People everywhere must learn to behave in the ways they do, just as we learn to behave in the ways we do. Culture is learned, not inborn.

A. DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE, ALTHOUGH RECOGNIZING THE IMPORTANT ROLE OF VALUES IN THE PROCESS OF MAKING DECISIONS.

26. A group of pupils can prepare a skit showing a discussion that might take place in the slave quarters concerning their work in the field during cotton planting season, the cotton picking season, and/or rice planting and harvesting. They should include the conditions under which they might work, what is expected, actions of the overseer, and the slave's hours. Discuss: What type of a plantation was probably being portrayed? How would the slaves react to this type of work? Did anything in their African background prepare them for this type of work? How were slaves born in the United States prepared for this type of work?	"Selected Readings on the Civil War and Reconstruction" Botkin, ed., Lay My Burden Down. Meltzer, In Their Own Words, pp. 35-41, 42-50, 172-180. (Vol. 1.). Cross, Life in Lincoln's America. pp. 35-45. Sterling, Forever Free, pp. 82-99. Buckmaster, Flight to Freedom, pp. 20-22. Sterling, Captain of the Planter, pp. 16-24. Hughes and Meltzer, Pictorial History of the Negro in America. Reddick and McCarthy, Worth Fighting For, pp. 9-13.
27. Hold a discussion in which the expense of keeping a slave is discussed. (What type of clothing was typically provided for a slave? What type of food? Housing? Were the slaves given medical attention? Why or why not?)	See books after #21. Bennett, Before the Mayflower, p. 74. Wish, Slavery in the South, pp. 196-203.

A. IS SCEPTICAL OF "CONVENTIONAL TRUTHS" AND DEMANDS THAT WIDELY-HELD AND POPULAR NOTIONS BE JUDGED IN ACCORDANCE WITH STANDARDS OF EMPIRICAL VALIDATION.

S. Listens to discussion for main ideas, supporting detail, and to evaluate what he hears.

G. Not all members of any group are exactly alike.

S. Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.

S. Organizes his information according to some logical pattern which fits his topic.

S. Identifies the main idea of an oral, written, or visual presentation.

28. A group of girls might present a skit showing the type of work and living conditions of the women slaves who worked in the master's house (What type of work did they do? What advantages did they have over the field hands?) The class discussion which follows can deal with questions such as: What determined the type of work the slave did? What was the relationship between house and field hands? What type of slave might the master become more attached to? Might the house slave react differently toward his or her masters than the slave who worked in the fields? Why or why not?	See list opposite activity #21. Hughes and Meltzer, Pictorial History of the Negro in America, pp. 20-21. Bennett, Before the Mayflower, pp. 78-79.
29. Have a pupil give an oral report on the Christmas celebrations among the slaves. What have some of the different sources said about these celebrations? Was this treatment typical on all plantations? Was it really a religious observance by the slaves? Did the slaves usually have other holidays during the year? Why or why not? How did the masters react to the slaves' behavior during their time off?	Meltzer, In Their Own Words, pp. 90-94, 178. (Vol. 1.).

S. Gains information by listening.

S. Organizes his information according to some logical pattern which fits his topic.

S. Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.

A. VALUES HUMAN DIGNITY.

A. IS SENSITIVE TO THE FEELINGS OF OTHERS.

G. Groups may engage in conflict; one group may try to dominate another in order to take something from it, such as its labor or wealth.

S. Is able to empathize with others, seeing things through their eyes, whether he accepts their point of view or sympathizes with them or not.

4. As the absolute power of the master was increasingly accepted, various laws were passed concerning legal and other rights of the slave.

30. Read or have some of the students read some of the songs sung by the slaves in the pre-Civil War period. Or play recordings of such songs. Ask: What do these songs show concerning the slave's life, problems, and feelings concerning slavery? Why did the slaves do so much singing? Did their singing really indicate that they were happy as some of the masters claimed?	Meltzer, In Their Own Words, pp. 145-147. (Vol. 1.). Reddick and McCarthy, Worth Fighting For, pp. 72-74. Hughes and Meltzer, Pictorial History of the Negro in America, pp. 100-101, 104-106.
31. Have a group of pupils present information on slave auctions, the illegal slave trade into the United States after 1808, and the internal slave trade involving the sale of slaves into the deep South. This information might be presented as a skit, on a tape, or as a panel discussion. The group can prepare some illustrations of auctions, travel to new destinations once a slave had been sold, etc. In the discussion which follows deal with the reactions of the Negroes to auctions, why the slaves seemed to fear sale to the deep South, why slaves were sold from some of the older slave states such as Virginia, and reactions to the illegal slave trade.	Meltzer, In Their Own Words, pp. 84-88, 123. (Vol. 1.). Commager, The Great Proclamation, pp. 12-14. Sterne, Emma G., The Long Black Schooner, Hughes and Meltzer, Pictorial History of the Negro in America, pp. 24-27. Munnes, Short Illustrated History of the United States, pp. 109-110.
32. Show illustration of slave auctions and slave coffles to the deep South. Have the students pretend they are slaves on the auction block about to be sold. They should write reactions to the following questions: How do you feel? How would your families feel? What kind of people might buy you? Why do you think you are being sold?	Hughes and Meltzer, Pictorial History of the Negro in America. Commager, The Great Proclamation.

A. TREATS PEOPLE AS INDIVIDUALS, NOT AS MEMBERS OF A PARTICULAR GROUP.	a. The internal slave trade and auctions separating families, along with little interset by the Church, led to non-legality of marriage and lack of much real family life for the Negro slave.
A. VALUES HUMAN DIGNITY.	b. Slave children assumed the status of the mother.
A. IS SENSITIVE TO THE FEELINGS OF OTHERS.	
G. The structure of the family varies from society to society and from one group to another within any society.	
3. Peoples everywhere must learn to behave in the ways they do, just as we learn to behave in the ways we do.	c. Fear of uprisings, the revolt in Haiti, and runaway slaves led to increased restriction on assembly by slaves, worship led and controlled by Negroes, and education of the slaves.
G. Communication may be hampered by language and culture barriers as well as by physical barriers.	

After pupils have written up a short description of their feelings, discuss the following: Why could families be split up? Were slave marriages recognized by law? Why would the churches of the time agree to such splitting up of families and to slavery? What do slave auctions show regarding the rights of slaves? Were conditions really worse in the deep South where many of the slaves might be taken? Why did masters sell their slaves? What effects do you think such treatment of slaves would have upon family organization among the Negroes?

33. Have pupils look at the way in which the slaves' speech is printed in some of the novels and other accounts. What seem to be some characteristics? (grammar, slurring of words, unfamiliar words, etc.) If this speech is typical, why might the Negro slaves speak like this? Use these questions to lead into a discussion concerning the difficulties of African slaves who were unfamiliar with the English language. How did the master get his order across to them? What does the speech show concerning the education of many of the slaves?

Biographies of Harriet Tubman.
Meltzer, In Their Own Words, Vol. 1.
Buckmaster, Flight to Freedom, pp. 40-42.
Johnston, Living Together in America, pp. 81-82.
Hughes and Meltzer, Pictorial History of the Negro in America, pp. 34-35.

Have pupils draw upon what they have read to discuss the lack of education for slaves and freedmen.

S. Reads for details which support or contradict generalizations and main ideas.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

G. Frustration may result in aggression.

S. Is able to empathize with others, seeing things through their eyes, whether he accepts their viewpoint or sympathizes with them or not.

G. Frustration may result in aggression.

G. People may increase their power by working together in groups.

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

S. Detects inconsistencies.

34. Have the students read some accounts of revolts in the South and in Haiti. What reactions might these revolts cause among the people of the South? Have the students pretend they are Southerners hearing of these accounts. How would they feel? What would they be afraid of? How would they try to prevent something like this happening in their own area? What would they blame for the revolt (education, slaves not watched closely enough, slaves allowed to think too much for themselves, etc.)	Meltzer, In Their Own Words, pp. 30-34. Vol.1 Buckmaster, Flight to Freedom, pp. 26-44, 62-72. Sterling, Forever Free, pp. 99-113. Bontemps, Story of the Negro, pp. 108-116. Reddick and McCarthy, Worth Fighting For, pp. 14-16. Brawley, Negro Builders and Heroes, pp. 40-47.
35. Read aloud or have pupils read brief descriptions of worship services run for Negroes, Negroes in "white" churches, and the type of religion taught to slaves. Ask: In what ways did masters use religion in connection with their slaves? Why did some states decide not to allow the slaves to assemble by themselves and run their own worship services? What were they afraid of?	Meltzer, In Their Own Words, pp. 49-50. Vol.1 Hughes and Meltzer, Pictorial History of the Negro in America, pp. 62-63. Bennett, Before the Mayflower, pp. 80-82. Hughes, Famous American Negroes, pp. pp. 11-15.
Have pupils read examples of advertisements concerning runaway slaves. Ask: What were the reasons the masters felt the slaves had left? The Southerners frequently argued that slaves were happy and did not really want freedom. What do runaways show about this argument?	Johnston, Living Together in America, pp. 89-94. Hughes and McCarthy, Pictorial History of the Negro in America, p. 54. "Selected Readings on the Civil War and Reconstruction."

S. Reads with understanding. a. Reads for the main idea or ideas. b. Reads for details which support or contradict generalizations and main ideas. G. Social control is enforced by social sanctions, formal and informal.	d. The Negro could not testify against a white in court. e. Some rules were set up for humane treatment of the slaves but in many instances were not observed. f. Due to reactions against freedmen in providing economic and social competition, Christianity ceased to be a cause for manumission.
G. Not all members of any group are exactly alike. S. Sets up hypotheses.	5. Restrictions were also placed on freedmen in the South, with some states going so far as forcing them to leave their state in the pre-Civil War period. a. No political rights were given to freedmen. b. Legal status changed little, except they could acquire property. c. Education was not generally available to them. d. They did not recive social acceptance in the South due to their color and ideas concerning their inferiority as compared to whites.

37. Have pupils read some of the regulations and punishments concerning the slave. After these have been discussed ask: Why do you think these regulations were passed? What would these regulations mean to the slave? How necessary do you feel these regulations or codes were? Why?

"Selected Readings on the Civil War and Reconstruction."

38. Occasionally slaves were freed by their masters, ran away, or were permitted to buy their freedom. Read aloud or have pupils read a few accounts of such cases. Discuss: What do these cases indicate concerning differences in masters? What problems would a freed slave face in the South? Would he get more rights than a slave? What kinds of rights? Why might a Southerner object to having free Negroes in the South? (competition, influence on their slaves by showing them that not all Negroes were slaves, making them dissatisfied, etc.)

Sterling, Captain of the Planter,
pp. 36-47.
Meltzer, In Their Own Words, Vol. 1,
pp. 102, 95-99.
Johnston, Living Together in America
pp. 89-94.
Hughes and Meltzer, Pictorial Histor of the Negro in America,
pp. 52-53, 68-71.
Hughes, Famous American Negroes,
pp. 3-10.
Brawley, Negro Builders and Heroes,
pp. 19-39.

G. The nature of discrimination and prejudice against a specific group is the result of particular group inter actions over time.

S. Generalizes from data.

S. Organizes his information according to some logical pattern which fits his topic.

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

6. Slavery did not develop the same in South America as it did in the United States, partially due to the restrictions and regulations by the government (Mother country) and the Church.

39. Have pupils read a short description of the controls by government and church over slavery in South America. What differences did these controls make concerning the master's control over the slave? How do these regulations compare with those found in the United States? Why? The point of this discussion should be to develop the idea that slavery developed differently in the United States than in Latin America. Therefore, the people of the United States might also look differently at the Negro and the Negro slave than did the people in South America; in other words, slavery as it existed in the United States was the "peculiar institution" of the United States.

"Selected Readings on the Civil War and Reconstruction."

40. Assign pupils topics that have been covered thus far in the unit. Each can then write an article for the newspaper on one of the topics. Use dittoed copies of their articles to summarize what they have learned about the African Negro and slavery in the United States. (Before pupils begin, show them a brief news article and the organization of the article. Discuss the importance of a good organization for written as well as oral reports.)

Or Have each pupil write a short essay on what he has learned concerning slavery and its development in the United States. Read some of these aloud. Make a list on the blackboard of the major points covered in them. Ask for additions from the class.

41. The bulletin board committee can use illustrations or pictures to add to the African Negro. They should show how the Negro might have become a slave, the middle passage, the seasoning of a slave, life on a plantation, regulations governing him, etc.

G. Social control is enforced by social sanctions, formal and informal.

G. The child, and later the adult, internalizes expectations and acts out roles according to the way he interprets expectations and defines the situation.

G. People in different societies differ as to how they expect people to act and as to what they think good or bad.

S. Applies previously-learned concepts and generalizations to new data.

G. Not all members of any group are exactly alike.

A. TREATS PEOPLE AS INDIVIDUALS, NOT AS MEMBERS OF A PARTICULAR GROUP.

G. People frequently base their actions upon a stereotype or a generalized picture which assigns to all members of a group a set of characteristics which are true for only some of them.

S. Checks on the completeness of data.

C. Some Negroes developed certain outward characteristics exhibited in their adaptation to the requirements and regulations of American slavery; even though many Negores did not fit the picture drawn of them, it was argued that these characteristics were inherent in the Negro. Many used the stereotype to support the perpetuation of slavery and/or unequal treatment of the Negro in relation to whites.

1. The Sambo characteristics consisted of the following: happy, smiling, childlike, inferior ability, slothfulness, dishonesty, having little family feeling, tendency toward idleness, lack of incentive, irresponsibility, and lack of long-range plans.

42. Have pupils write a short description of some of the characteristics which they might adopt to make their life easier if they were slaves. Read some of the descriptions to the class and have them pick out and list the "favorable" and "unfavorable" characteristics, according to the pupils' standards. Ask: Why do you think the slave might act in such ways?

Perhaps suggest additional characteristics which class members do not suggest. If possible,use examples which resemble certain behaviors pupils sometimes exhibit in school or at home. Why do they behave this way? How do teachers and parents view such behavior? Also review what pupils learned in earlier grades about how children learn role behaviors. Relate to how students in school learn certain roles.

43. Have the students describe the portrayals of Negroes they may have seen on old T.V. movies or in pictures. What way was the Negro pictured? What kinds of things did he do? How did he act? Many might recall more recent films in which the Negro is shown as a doctor, etc. Ask them if they think the Negro has often been shown in roles like this. Why or why not? What might account for the recent change? (civil rights movement, etc.)

44. To introduce the idea of a stereotype, have pupils draw pictures of what they think a good and bad cowboy looks like. Then have pupils show their pictures and explain why they drew them as they did. Note the similarities and differences. Discuss: Do these pictures show what a cowboy is really like? Explain that what they have is a mental picture of what all good and bad cowboys are like, even though there are many differences in cowboys. This mental picture applied to an entire group is known as a stereotype. The class then can apply this idea to stereotypes the early Americans had of Indians. Now ask: What have your readings shown about the mental picture many masters (and others) held concerning the Negro slave? Name the Negro stereotype as the "Sambo" stereotype.

S. Checks on the accuracy of information and decides how much faith to put in the source.

S. Checks on the bias and competency of witnesses and authors.

G. Frustration and self-doubts may lead to apathy.

G. Frustration may result in aggression (physical or non-physical).

G. Communication may be hampered by language and culture barriers as well as by physical barriers.

G. Poor living conditions, long hours of hard work, poor diet, and poor health affect a person's ambition and his ability to work.

G. People direct expectations (organized into roles) toward both children and other adults. They reinforce these expectations with positive and negative is.

2. The stereotype accepted by the Southerners led them to argue the Negro was like a child, almost incapable of independence, and that it was better for the Negro and the South to keep him a slave.

3. Specific reasons often underlay certain "sambo" actions such as stealing from the master (desire for more than meager rations, putting something over on someone who thought he controlled the slave completely, etc.), dishonesty in amount of work done (rocks put in cotton to avoid punishment if hadn't picked set amount), groveling and perpetually happy (to get small favors or at least less harsh treatment,etc.).

45. Have the students listen to the speech made by Jefferson on the record In White America. Have them pick out the major characteristics Jefferson gives in describing the Negro. Ask: Do you think these are true? Why or why not? What basis did Jefferson use in making these generalizations? Had he owned slaves? Did he have a wide experience with Negroes of all types? Again connect the term stereotype to the picture Jefferson gave of the Negro. It might be pointed out that the class is going to study some of the reasons a stereotype was built up concerning the Negro and the effects of stereotypes upon people's actions. Again point out this view of the slave is called the "Sambo" stereotype.	Recording: In White America. The same speech found in Sobol, The Civil War Sampler.
46. Have the students read some of the accounts given of masters' reactions toward their slaves. Discuss these to show the common ideas that seemed to run through the accounts. Ask: Do you think these characteristics were true of all Negro slaves? Why or why not?	"Selected Readings on the Civil War and Reconstruction."
47. Have pupils read fictional situations involving actions of the Negro. Discuss their answers to the questions. What were some reasons a stereotype of slaves máy have been built up? Why might the slave tend to act in the ways white people and particularly their masters expected them to act? Would the Negro tend to act in these same ways if he were free? Why or why not?	"Selected Readings on the Civil War and Reconstruction."

G. Frustration and self-doubts may lead to apathy.	
G. The structure of the family varies from one society to another and from one group to another within any society.	
G. People in different societies and different groups within a society differ as to how they expect people to act and as to what they think good or bad.	
G. Culture is learned, not inborn.	
A. DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE, ALTHOUGH RECOGNIZING THE IMPORTANT ROLE OF VALUES IN THE PROCESS OF MAKING DECISIONS.	
S. Applies previously-learned concepts and generalizations to new data.	4. The stereotype perpetuated by the South that the slave was happy and content with his lot was disproved by the frequent attempts to escape.
G. Culture is learned.	5. The minstrel shows perpetuated the stereotype of the Negro and often helped form opinions of its viewers toward the Negro.
G. Individuals know the political system and people of other countries or groups as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.	

48. Read aloud the account of the slave husband who cannot protect his wife and children from being beaten or sold. Discuss: What might this do to family relationships? How much time did a slave family spend together? (Recall earlier slave accounts.) What might happen to family closeness, responsibility feelings, etc.?	Meltzer, In Their Own Words, pp. 100-101.(Vol. 1).
49. Have pupils prepare charts showing what they feel are good or bad characteristics for a person to have. Give a few examples such as honesty or dishonesty, working hard or not working hard, etc. Compare these lists in class. Ask: Why do you think these are good or bad traits? How do you learn what is good or bad? Are there any times when a person might act dishonestly or in some other way you consider bad and you would not feel it is wrong? When? Apply their statements to some of the fictional situations concerning slaves which they read earlier. Why would people of the time feel the Negro had many bad characteristics? What ideas did the masters have concerning hard work, future planning, families, responsibility, etc? Was it right for them to compare the actions of the Negro slaves to actions they felt a person should take? Why or why not? (Did the Negroes have the same opportunities as the whites?)	
50. Have a group of pupils present a conversation skit between masters telling of the good and bad traits they feel their slaves show. Using this skit as the basis for a discussion, ask the class what the slaves' conversation concerning the same situations might be. Also discuss: How would the slaves have viewed the stereotype that slaves were happy and content with their lot? What evidence do you have for your answer?	
51. Have a group of pupils investigate Minstrel Shows. They might make drawings or build a model of what they think these were like or even act out some "black face" routines. Have the class pick out characteristics of the Negro that were being portrayed. Discuss: What influence might shows like this have on an audience that had little or no experience with Negroes?	Hughes and Meltzer, Pictorial History of the Negro in America, pp. 38-39; Meltzer, In Their Own Words, p. 72; Johnston, Living Together In America, pp. 84-85; Catton, This Hallowed Ground, p. 47.

S. Checks on the bias and competency of producers of materials.

S. Checks on the completeness of data.

G. Not all members of any group are exactly alike.

A. TREATS PEOPLE AS INDIVIDUALS, NOT AS MEMBERS OF A PARTICULAR GROUP.

S. Generalizes from data.

G. People frequently base their actions upon a stereotype or a generalized picture which assigns to all members of a group a set of characteristics which are true for only some of them.

A. BELIEVES THAT PEOPLE OF DIFFERENT INTERESTS, ABILITIES, AND BACKGROUND CAN CONTRIBUTE TO AMERICAN SOCIETY.

A. TREATS PEOPLE AS INDIVIDUALS, NOT AS MEMBERS OF A PARTICULAR GROUP.

G. Not all members of any group are exactly alike.

6. Many Negroes demonstrated ability in education, crafts, etc. that tended to disprove the stereotype, but they were treated as rare exceptions to the rule.

Or the teacher can give a short description of a ministrel show (types of characters portrayed in them; use of blackface for irresponsible, silly characters). Why would the Negro be shown this way? What mental picture was being formed of the Negro? Would the audience be apt to compare the blackface figures with whites? How? (favorably or unfavorably?)
How are hillbillies usually portrayed in movies or plays? (First ask the students what they think a hillbilly is like. Why do they think this? Then go on to show what might influence what one thinks about such a group of people.) It can be pointed out also that many Negro characters in ministrel shows, etc. were named "Sambo."

52. Have pupils read accounts of the hiring out of slaves and the type of work they did. Discuss: What other uses were made of slave labor outside the plantation? What does this indicate about the abilities of the Negro? What kinds of things did he learn? In cases where the Negro was allowed to buy his freedom, how hard did he work? How responsible was he? How do these examples fit the stereotype that had been built up of the Negro?

Bontemps, Story of the Negro, pp. 97-108; From Slavery to Freedom, pp. 213-234; Hughes and Meltzer, Pictorial History of the Negro In America, pp. 18-20.

53. Have pupils who are reading books on some of the more prominent Negroes describe some of characteristics of these Negroes. Compare these characteristics with those attributed to the Negro by the "Sambo" stereotype. What big differences seem to exist? Why didn't more people realize that all Negroes did not fit the stereotype? (not publicized, didn't look at differences in circumstances, often did not look for good characteristics because of the mental picture they had.)

Also similar information found in: Bontemps, Story of the Negro, pp. 134-140; Johnston, Living Together in America, pp. 43-50, 72-80; Sterling, Forever Free, pp. 63-83.

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

G. People frequently base their actions upon a stereotype or a generalized picture which assigns to all members of a group a set of characteristics which are true for only some of them.

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

G. People frequently base their actions upon a stereotype or a generalized picture which assigns to all members of a group a set of characteristics which are true for only some of them.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

G. People try to work out rationalizations for behavior which is inconsistent with their basic values. Racism is a relatively recent development which has served as a rationalization for discrimination against other races.

S. Applies previously-learned concepts and generalizations to new data.

7. Discrimination against the freedman existed in both the North and the South, since many Americans felt that the "Sambo" characteristics were inherent in the Negro and not the result of slave conditions.

54. Read aloud some examples of discrimination such as what happened when an attempt was made to start a school for Negro girls in Penn., church seating, types of jobs available for the freedman in the North, etc. Ask: Why would the North place restrictions on the Negro? Many of these people had little or no previous contact with Negroes. Why would they treat them differently than whites? (the stereotype, identifiable by color, the feeling that Negro values were not the same as those of the whites, etc.)

Meltzor, In Their n
Words, pp. 72-76, 8.
111, 166-168; John n,
Living Together in A ric
pp. 65-72; Hughes and
Meltzer, Pictorial Histo
of the Negro In Ar rica,
pp. 70-73, 108-109

55. Have a group of pupils use readings to prepare a basic list of arguments the Southerners used in defense of slavery. Have them present these to the class as a group report. Discuss the reasoning the Southerners used and how these arguments were answered by the North. Did the North use equality of the Negro in their arguments? Why not? How prominent was the stereotype in the Southern arguments? How strong were these racist beliefs? How did the treatment of Negroes fit democratic beliefs about equality and rights of individuals? Why might the slave owners wish to believe the "Sambo" stereotype? (Relate to rationalizations, by using illustrations of ways in which pupils rationalize their behavior to others and to themselves.)

Sterling, Forever Free,
pp. 43-44;

Johnston, Living
Together in America, pp.
51-62, 94-95; Buckmaster
Flight to Freedom, pp. 1
139; Sobol, Civil War
Sampler(threats to slave
pp. 6-8;
Billy Yank and Johnny Re
from beginning to p. 16.

56. Have pupils compare the "Sambo" stereotype with what they learned about the Negro in Africa and the Negro in South America. What obvious differences are there? Were the characteristics given to the Negro by the "Sambo" stereotype

A. TREATS PEOPLE AS INDIVIDUALS, NOT AS MEMBERS OF A PARTICULAR GROUP.

G. The nature of discrimination and prejudice against a specific group is the result of particular group interactions over time.

G. Culture is learned, not inborn.

G. The child, and later the adult, internalizes expectations and acts out roles according to the way he interprets expectations and defines the situation.

G. All people, regardless of race, have many things in common.

G. An institution is an interrelated cluster of roles and the attached meanings and values. Every member of a group has a position in relation to every other member of the group. For every position there is a fairly well-defined way of behaving (or a role) known both to the holder of the position and to the other members of the group.

G. People try to work out rationalizations for behavior which is inconsistent with their basic values. Racism is a relatively recent development which has served as a rationalization for discrimination against other races.

found in these other Negroes? Do the students feel these characteristics were inherited? If they weren't, what must have led to them in the slaves who did exhibit them?

Perhaps define the meaning of instutition. Begin by asking: Are schools and families found in other countries and among other peoples? Are they the same as our schools and our families? (Review what pupils learned during the primary grades, if they have come through the Center's courses. Also review what they learned earlier in the year about families among the Aztecs and the Iroquois.) Point out that we frequently call the school or the family an institution. Explain the meaning briefly in other terms. Then examine the school and the family as institutions in the sense that they are interrelated clusters of roles. How might or do these roles differ in other countries or among other peoples? Now define slavery as an institution in terms of an interrelated cluster of roles. Have pupils describe this role relationship in the institution of slavery in the U.S. and compare it with the different role clusters in slavery in Africa and South America.

57. By way of review, discuss the statement: Slavery caused the stereotype of the Negro to be created; once it was created the South argued that these very characteristics of the Negro made it necessary to keep him enslaved or in an inferior position. (Recall how much opportunity the Negro had to act on his own, provide for himself, make long range plans, etc. under slavery.)

G. People frequently base their actions upon a stereotype or a generalized picture which assigns to all members of a group a set of characteristics which are true for only some of them.

A. BELIEVES IN EQUALITY OF OPPORTUNITY FOR ALL.

A. TREATS PEOPLE AS INDIVIDUALS, NOT AS MEMBERS OF A PARTICULAR GROUP.

G. Not all members of any group are exactly alike.

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

G. People frequently base their actions upon a stereotype or a generalized picture which assigns to all members of a group a set of characteristics which are true for only some of them.

58. Discuss the colonization attempt for freedom of the early 1800's. What part did the "Sambo" stereotype of the Negro play in this attempt? What did the failure of the attempt show concerning the fitting of the Negro to the stereotype?	Bontemps, Story of the Negro, pp. 127-134. Johnston, Living Together in America, pp. 65-72.
59. Summarize this section by discussing the ways in which a stereotype may be formed and dangers that exist once people accept the stereotype without observing and thinking for themselves.	

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

G. People try to work out rationalizations for behavior which is inconsistent with their basic values. Racism is a relatively recent development which has served as a rationalization against other races.

G. Culture is learned, not inborn.

G. That which is learned in early childhood tends to be most resistant to change.

G. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural values and norms.

G. The child, and later the adult, internalizes expectations and acts out roles according to the way he interprets expectations and defines the situation.

60. After reviewing the major characteristics attributed to the Negro in the pre-Civil War period, discuss concepts which many hold of the Negro today. Ask: Do many people have a similar stereotype of Negroes now? Would it be hard for the Negro to develop different characteristics once he was freed? Why? Would it be harder for him to move into a higher social class than it was for white immigrants who also were stereotyped when they first came? Why?

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

G. The easier it is to distinguish a minority group by some physical characteristic, the harder it is for that group to gain full acceptance by the wider society and to move out of the social class into a higher one.

G. Any decision is in part a product of the internalized values and the perceptions of the persons making the decision.

II. Public opinion and propaganda played a major role in promoting the Civil War.

A. Many Southerners felt the institution of slavery and virtually their independence was being threatened by a unified North, even though the North was not as unified in these aspects as the South believed.

61. Discuss the statement: What people think is true may affect their actions as much as what is actually true. Begin the discussion with examples such as: If a student thinks a whole group of his classmates is against him and intend to "beat him up" after school, how will he act toward them? Would he act in a different way if he knew only one or two in the group disliked him? Suppose what he thinks of the whole group arises because of what one or two have said; then his thoughts will affect his actions toward the entire group more than the truth that all are not against him. Using examples similar in concept, discuss the original statement. Apply it to the slavery situation. If, by the action of some, the South publicized the idea that all Northerners were against slavery and threatened slavery, the South might act in many ways to protect slavery even if the threat was not as large as they believed it was.

S. Sets up hypotheses.	1. Abolitionists did speak out against slavery orally and in print,but there were not as many of them as the South believed. However, some Northerners took many actions against slavery, some violent.
G. Public opinion and propaganda may help bring about wars.	
S. Sets up hypotheses.	
G. In political conflict there is a struggle over goals; the conflicting sides attempt to use the authority of the political system to win the conflict.	2. The South blamed the abolitionists for the slave revolts and unrest,even though there was little activity by them in the South and their literature was not permitted wide circulation in the South.

62. Discuss the terms "abolition" and "abolitionist." Have pupils look up the meaning of the terms. Apply them to slavery. Ask: What methods might the abolitionists have used to try to get rid of slavery?

63. Read to the class a few of the inflamatory statements made by abolitionist leaders. Discuss the reactions which these-statements would be likely to arouse in slave owners when they became widely known.

Buckmaster, Flight to Freedom, pp. 46-52, 55-58, 61-63, 64-70, 92.
Hughes and Meltzer, Pictorial History of the Negro in America, pp. 90-95, 106-107.

64. Recall the South's concept of the importance of slavery due to the "Sambo" stereotype. Ask: What actions concerning slavery would Southerners consider a threat? (In this discussion use examples such as: What if someone spoke up and said that slavery was wrong? How would Southerners react? What if a political party felt slavery should not be allowed to spread?)

G. Groups may engage in conflict; one group may try to dominate another in order to take something from it such as its labor or wealth.

S. Sets up hypotheses.

S. Identifies the main idea of an oral, written, or visual presentation.

S. Gains information by studying pictures, and films.

G. There are usually multiple, interrelated causes for wars.

A. SCEPTICISM OF SINGLE-FACTOR CAUSATION.

S. Tests hypotheses against data.

S. Organizes his information according to some logical pattern which fits his topic.

65. Show a film on background causes of the Civil War. Have pupils make a list of causes mentioned in the film. How many of these had to do with slavery? What were they? How important do the students feel these were? Did they have to lead to war? Why or why not?	Film: The Civil War--Its Background and Causes. (color) Coronet, 16 min.
66. Have a group of pupils read information about some of the abolitionists. Have them write a mock abolitionist newspaper, with articles supposedly written by some of the leading abolitionists, descriptions of meetings held, editorials or opinions concerning the abolitionist activities, and accounts of some actions taken to support	See books listed for activity #64. Also, see Reddick and McCarthy, Worth Fighting For, pp. 18-25.

S. Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.

G. In political conflict there is a struggle over goals; the conflicting sides attempt to use the authority of the political system to win the conflict.

S. Sets up hypotheses.

S. Tests hypotheses against data.

S. Is able to empathize with others, seeing things through their eyes, whether he accepts their view point or sympathizes with them or not.

G. Any decision is in part a product of the internalized values and the perceptions of the persons making the decision.

S. Organizes his information according to some logical pattern which fits his topic.

them or oppose them. Use the newspaper as a basis to discuss what the abolitionists actually had in mind, how well organized they were, how much support they seemed to get from the general population. Also discuss: If you had been a Southerner, how would you have reacted to the abolitionists? Also discuss actual activities against slavery or actual attempts by the abolitionists to physically free the slaves as opposed to simply talking about freeing them. Check the actions against the suggestions made by pupils in activity #62.

67. Read a few short accounts of Southerners' reactions and regulations concerning the activities of the abolitionists. Ask: How do these reactions compare with those you suggested earlier (in procedures #63 and #66)? How much of a threat did the Southerners feel the abolitionists presented? What do you think of the attempt to prevent distribution of abolitionist literature in the South? Also discuss: How may people react if they feel they are being criticized? How would Southerners react if they felt their way of life was being criticized? What type of arguments would they be apt to use concerning the good and necessity of slavery?

Sterling, Forever Free, p. 145.
Buckmaster, Flight to Freedom, pp. 45, 53-54.
Hughes and Meltzer, Pictorial History of the Negro in America, pp. 96-99.

68. Have some pupils pretend to be abolitionists and prepare a speech similar to those used by the abolitionists. Have them present these speeches to the class. Have the class

See books listed for activity #64.

S. Listens to evaluate what he learns.

G. Most political communication depends on the use of symbols, stereotypes, and other communication shortcuts.

S. Is able to empathize with others, seeing things through their eyes, whether he accepts their view point or sympathizes with them or not.

S. Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.

analyze the speeches. How effective do they seem to be for persuading others to accept their point of view? What devices were used to persuade?

The class can then pretend to be more moderate anti-slavery people. What would their reactions be? Would they necessarily support immediate freeing of the slaves? As the South became very angry with abolitionists, would the anti-slavery moderates become more or less supporting of the abolitionists? (Here, the difference between simply not approving of slavery and being extremely against slavery and wanting to abolish it should be discussed. People can have a certain view but not feel that they want to actually do anything about it. How much of a threat are these people? How willing are most people to do something against something they dislike, especially if others do not agree with them and might criticize them?)

Now have pupils pretend to be Southern slaveholders. What reactions would they have? (reactions to criticism, worry about what slaves might do if they hear talk like this, etc.)

69. A group of students can present a skit in which a number of Southerners discuss the activities of abolitionists and what they think of abolitionists. They should make suggestions on how they could stop abolitionist ideas from being circulated in the South. They should also discuss the threat they feel the abolitionists present to their way of life.

Sterling, Forever Free, p. 145.
Buckmaster, Flight to Freedom.

G. Effective political communication depends both on technological skills and on the skills of the population (literacy or at least a common language).

G. Any decision is in part a product of the internalized values and the perceptions of the persons making the decision.

S. Generalizes from data.

S. Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.

3. Some Northerners did ignore the Fugitive Slave Law and actually helped slaves escape by the underground railroad; even those involved felt there was a need for secrecy which indicates that the majority of Northerners

Afterwards, discuss: Were the abolitionists as much of a threat as the South thought they were? In general, how much effect do you think abolitionist literature would have upon the slaves? Why? Which would have more influence on Southern actions--what was true or what they thought?

70. Have a student present the story of John Brown and his activities. Compare his actions with those of other abolitionists. Point out what John Brown symbolized to the South (the real threat of the abolitionist movement even though he was an exception.) What finally happened to him? Did this quiet the fears of the South?

Sobol, Civil War Sampler, pp. 11-13.
Buckmaster, Flight to Freedom, pp. 143-145.
Hughes and Meltzer, Pictorial History of the Negro in America, pp. 148-154.
Reddick and McCarthy, Worth Fighting For, p. 17.
Nolan, John Brown, pp. 144-161, (could be read aloud).
Brown, Human Side of American History, pp. 136-138, (trial account).

71. Have those pupils who have been reading books concerning the underground railroad, the Fugitive slave law and slave catchers present some of the information they were originally asked to look for. This could be done through class discussion or by having them present a panel. In the discussion afterwards, have the rest of the class make a list of what

S. Compares sources of information.

S. Sets up hypotheses.

S. Is able to empathize with others, seeing things through their eyes, whether he accepts their view point or sympathizes with them or not.

S. Reads to organize what is read.

S. Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.

S. Generalizes from data.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

were not helping in this activity and that the actual number of slaves escaping in this way did not make up a large percentage of the total slave population.

seems to be common characteristics and differences in the descriptions. Discuss reasons for the secrecy that seemed to be involved. What would secrecy suggest concerning the number of Northerners involved with the underground railroad?

72. Pupils can read a number of short accounts of the underground railroad in operation. Each can then write a short story in which he becomes a member of the underground railroad. He should include the methods he would use, why he has become a member, problems he might face, etc. Some of these stories can be read aloud and discussed with the class. Make a list on the blackboard of methods, reasons for being connected with the underground railroad, and dangers connected with working on the underground railroad.

Curtis, Stories of the Underground Railroad.
Wells, Escape by Night.
Meltzer, In Their Own Words, Vol. 1, pp. 95-99.
Buckmaster, Flight to Freedom, pp. 72-75, 43-45, 96-98.
Bontemps, Story of the Negro, pp. 140-145.
Sterling, Forever Free, pp. 119-144.
Hughes and Meltzer, Pictorial History of the Negro in America, pp. 130-135.

73. Have a group of pupils illustrate in skit form some typical conversations and actions of slave catchers, conductors on the underground railroad and townspeople who are not really anti-slavery. In a discussion afterwards, ask: What dangers did the runaway face? How did he find out about the underground railroad?

The same pupils or class could draw a mural showing a part of a possible underground railroad route with illustrations showing different ways of hiding and moving the runaway slaves. (Dressed as women, hidden in wagons, secret passages, use of caves, etc.)

S. Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.

S. Organizes his information according to some logical pattern which fits his topic.

A. BELIEVES THAT PEOPLE OF DIFFERENT INTERESTS, ABILITIES AND BACKGROUNDS CAN CONTRIBUTE TO AMERICAN SOCIETY.

S. Organizes his information according to some logical pattern which fits his topic.

S. Generalizes from data.

S. Gains information by listening.

A. VALUES HUMAN DIGNITY.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

74. Have several pupils read biographies of Harriet Tubman and present a short report in story form concerning this famous leader of the underground railroad and some of her activities. What advantage might she have had as a Negro? What disadvantages? Was the number of slaves she helped to escape very large? Why would her activities and those of others connected with the underground railroad really upset the South?	Petry, Harriet Tubman: Conductor on the Underground Railroad. Sterling, Underground Railroad. Hughes, Freedom Train. Brawley, Negro Builders and Heroes, pp. 67-72. Hughes, L., Famous American Negroes, pp. 35-42.
75. Have an individual student read North Wind Blows Free (probably a girl would enjoy it more) and give a short report to the class on Negro settlement in Canada. In a post-discussion, deal with the following: Why did so many of the runaway slaves go to Canada instead of simply to the North? What dangers would they face in the North? (slave catchers, unsympathetic Northerners, possible discrimination as has been mentioned before.) Why did Canada accept them? Could the Southerners force them to return once they reached Canada? Why not?	Howard, North Wind Blows Free.
76. Read aloud a few short accounts of the Fugitive slave law in operation and then have pupils react to it. Was it fair or unfair? (from what point of view?) Why was it so harsh? Does the law itself show anything concerning Southern worries concerning the threat to slavery? What might it and its operation do to North-South feelings toward each other? Would this law stop those working on the underground railroad? Why or why not?	Buckmaster, Flight to Freedom, pp. 101-118. Hughes and Meltzer, Pictorial History of the Negro in America, pp. 43-45, 138-139. Hoffman, Pathways to Freedom, pp. 131-153.

S. Checks on the accuracy of information and decides how much faith to put in the source.

S. Checks on the bias and competency of authors.

G. Most political communication depends on the use of symbols, stereotypes, and other communication shortcuts.

S. Organizes his information according to some logical pattern which fits his topic.

S. Checks on the accuracy of information and decides how much faith to put in the source.

S. Checks on the bias and competency of authors.

S. Checks on the completeness of data.

4. Publicity was given to writers such as Harriet Beecher Stowe who portrayed mainly the evils of slavery. Even though the works may have been widely read, this did not necessarily mean those sympathetic to the slave were prepared to free him forcibly or give him equal treatment.

Have pupils draw cartoons showing: (a) the provisions of the Fugitive slave law, (b) the South's view of the underground railroad, (c) the outwitting of slave catchers, (d) the slave's idea of the underground railroad and what it meant to him. Discuss differences in these cartoons and what the pupils had in mind when they drew them.

77. Briefly, tell the class the story of Uncle Tom's Cabin. Discuss: Why would this be a controversial book at the time? What was its main message? Why would the South react so violently against it? What might have been the purpose of the author in writing such a book? What effect would this book have on the feeling of Southerners that the North was unified against slavery in the South?

Or, if it is available, have several pupils read the Young Folk's Uncle Tom's Cabin. Have them give a brief summary of the story to the class. Then follow it with a discussion similar to the one suggested in the paragraphs above.

Boylan, adaptor, Young Folk's Uncle Tom's Cabin.

78. Have a pupil report on the life of Harriet Beecher Stowe, why she decided to write on the topic of slavery, and her actual experiences with slavery. Does the class feel her book presented a true picture of slavery in the South? Did the South feel it was being unfairly criticized? How are people likely to react if they feel they are being criticized?

Buckmaster, Flight to Freedom, pp. 118-120.

A. DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE, ALTHOUGH RECOGNIZING THE IMPORTANT ROLE OF VALUES IN THE PROCESS OF MAKING DECISIONS.

G. Most political communication depends on the use of symbols, stereotypes, and other communication shortcuts.

G. Public opinion and propaganda may help bring about wars.

G. People frequently base their actions upon a stereotype or a generalized picture which assigns to all members of a group a set of characteristics which are true for only some of them.

G. Individuals know the political system and people of other countries and groups as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.

S. Reads for the main idea or ideas.

Discuss with the class the role written material and plays might play in the way people think. What type of information is more influential in forming opinions? (straight reporting of facts, dramatization of a situation, etc.) Have pupils read two or three short accounts of a situation, one showing a minor incident and its punishment, and one using very emotional terms. Ask for reactions. Which caused them to think more about slavery? Which caused them to dislike it more? If they were slaveowners, which would they object to more? Why? Now have the class discuss the impact of Uncle Tom's Cabin at the time it was written.	"Selected Readings on the Civil War and Reconstruction." Hughes and Meltzer, Pictorial History of the Negro in America, pp. 144-147. Munnes, Short Illustrated History of the United States, pp. 133-134. Reddick and McCarthy, Worth Fighting For, pp. 27-31.
79. Have pupils read excerpts from Lincoln's speeches on the topic of slavery before 1861. Discuss: What types of groups might not be very satisfied with his views concerning slavery? Why? Why did the election of Lincoln worry the South? Had he ever said he was going to use all of his power to get rid of slavery?	"Selected Readings on the Civil War and Reconstruction."

S. Accepts his share of the responsibility for the work of a group; participates actively without trying to dominate.

S. Organizes his information according to some logical pattern which fits his topic.

S. Generalizes from data.

S. Organizes his information according to some logical pattern which fits his topic.

S. Listens for main ideas, supporting detail, and to evaluate what he hears.

S. Applies previously-learned concepts and generalizations to new data.

5. The Republican party took a stand against the extension of slavery, and their candidate was elected in 1860. However, the pattern of votes did not indicate unified support for this policy in the North. The party's stand did not directly threaten the institution of slavery where it existed; moreover, many issues other than the one concerning slavery had attracted voters.

80. Have a group of pupils use reference materials to find out all they can about the Republican party before 1860. Have them present the information to the class, using charts to illustrate their material. (They should include information on the platform, where the party was popular, some of the people working for the party, etc.) Discuss the meaning of the term "sectional party." Was this a good name for the Republican party? Why or why not? How would the abolitionist fit into the Republican party? Why? The pro-slavery people? The mild anti-slavery people? The Southern cotton planter? The Northern merchant? The laboring man in the industrial centers in the North?	Hughes and Meltzer, Pictorial History of the Negro in America, pp. 126-127. Munnes, Short Illustrated History of the United States, pp. 137-140. Miers, Abraham Lincoln in Peace and War, p. 64. Textbooks.
81. Have pupils each take one of the four candidates in the election of 1860. (Bell, Breckenridge, Lincoln, and Douglas). Have each prepare a short campaign speech on their candidate's views concerning slavery. They should also look up information on the political parties of these candidates. After they have presented their speeches to the class, have the class discuss and criticize or support the views held by these candidates. Which offered workable plans? Which had facts in their speeches? What criticism would a Southerner have concerning Douglas? Lincoln? What criticisms would anti-slavery Northerners have concerning Breckenridge? Who would support Bell?	Buckmaster, Flight to Freedom, pp. 146-150. Miers, Earl, Billy Yank and Johnny Reb, p. 19. Miers, Abraham Lincoln in Peace and War, pp. 74-85. Green, President of the Confederacy, pp. 84-92. Kane, H. T., A Picture Story of the Confederacy, p. 11.

S. Interprets map symbols according to map legend.

S. Draws inferences from maps.

S. Identifies the main idea of an oral, written, or visual presentation.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

S. Gains information by studying pictures and films.

G. Not all members of any group are exactly alike.

6. Even after the war began, elements such as the Northern Copperheads did not support efforts to return the South to the Union and/or free the slaves.

82. Have pupils examine maps of the election results of 1860. Discuss the study questions on the maps. Then ask: Did these election results mean the South was in danger of losing slavery? Did the South think this is what the election meant? Why? What had the South threatened to do if the Republican candidate for the presidency won the election?	See Lord and Lord, Historical Atlas of the U.S., or history textbooks. "Study Questions on Readings."
83. Have pupils draw cartoons showing reactions to the election of 1860 in various sections of the country and among various types of people such as an abolitionist, Northern businessman, Southern slaveholder, western farmer, etc. Have them try to present a major idea in each cartoon. They should base their ideas on reading in reference books about the election of 1860. Put these cartoons in the opaque projector and use them in discussing the significance of the election of 1860. Political cartoons in some of the civil war books could also be shown and discussed.	
84. Show pictures of race riots and draft riots in the North during the war. Ask: What do these pictures seem to indicate about the degree of unity of the North against the South?	Sobol, Two Flags Flying.
Discuss the meaning of the word "copperhead." The teacher can give a short explanation of activities of some Northerners opposed to war against the South. What does the presence of these groups indicate concerning the South's feeling that the North was really united against them and their way of life?	Reeder, Story of the Civil War. Fostor, The Eyes and Ears of the Civil War. Werstein, The Many Faces of the Civil War, p. 110. ("copperhead"cartoon) Flato, Golden Book of the Civil War. Miers, Earl,Billy Yank and Johnny Reb, pp. 160-166.

G. Any decision is in part a product of the internalized values and the perceptions of the persons making the decision.

G. There are usually multiple, interrelated causes for wars.

A. SCEPTICISM OF SINGLE-FACTOR CAUSATION.

G. Public opinion and propaganda may help bring about wars.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. Public opinion and propaganda may help bring about wars.

B. Widespread belief and arguments in the South that slavery was necessary to their social and economic way of life and that cotton was king led Southerners to push for action against the North after the election of 1860. They believed that Europe would support them.

85. As a review, discuss the various threats which the South felt the Northerners were presenting to their way of life (abolitionists, writers, political parties, the underground railroad, etc.) Then have pupils discuss whether or not the North was as united in these actions as the South believed. Was the true situation or what the South thought more important in this case?	Sobol, Civil War Sampler, [illegible].
86. Read South Carolina's reasons for secession. Discuss: How correct do you think the South was in its reasoning? Was secession the only answer?	Sobol, Civil War Sampler, pp. 15-16.
87. Discuss in class the ways in which public opinion is formed. What role do actual incidents play? How do people sometimes react to criticism? What role do rumors play? What effect did the building up of the importance of certain situations have on the thinking of the Southerners and their actions?	
88. Show a cartoon of a cotton boll with a crown or a Southerner crowning cotton, etc. Ask the students what they think the saying "cotton is king" meant to the Southerner? Do they think this was a true statement? Why or why not?	Hughes and Meltzer, Pictorial History of the Negro in America, pp. 16, 157.

S. Applies previously-learned concepts and generalizations to new data.

G. People can increase their power by joining in groups.

G. Whenever things valued by a society are scarce, there will be differential access to and control of these valued and scarce things by sub-groups within the society.

G. Groups may engage in conflict; one group may try to dominate another in order to take something from it, such as its labor or wealth.

1. The South felt Europe would side with them if the supply of cotton from the South were threatened.

2. The social structure was based on the idea the Negro was inferior and, if he were freed, all sorts of problems would be posed for the Southern white.

Have the students write down as many uses as they can think of for cotton. Using this list, discuss: What problems would arise if there were no cotton available? What feeling might these possible problems give the Southerner as to the importance of his product--cotton?

Rogers, The First Book of Cotton.
Brown, Human Side of American History, p. 64 (cotton gin).

Read sections of some of the speeches made by Southerners concerning the importance of cotton. Ask: Do you think these accounts were exaggerated? Why or why not? What bearing would this attitude have on the South's feeling of dependence upon or independence from the North? Which was more important as a factor causing war--the feelings of Southerners about the importance of cotton or the accuracy of their beliefs? Why?

Sobol, Civil War Sampler.
Munnes, Short Illustrated History of the United States, pp. 113, 147-148.

89. Discuss: If you think someone will back you up in an action, would you be more or less likely to take the action than if you think no one would back you up or help you? Who might the South feel would support them in an argument with the North? (Where did the South sell cotton besides to the North?)

90. Review the social structure of the South through means of a simplified scale on the blackboard. Compare this through class discussion with what the pupils learned about social structure previously in Jamestown in the 17th century and Williamsburg in the 18th century. Has it really changed? Discuss: Why is the Negro on the bottom of the scale? If slavery were removed, would or could the social scale change? What is the social position dependent upon? What competition might the freed Negro provide? What group besides the plantation owner and slave owner would fear social competition from the Negro?

Bontemps, Story of the Negro, pp. 122-127.
Buckmaster, Flight to Freedom, beg. to p. 16.
Munnes, Short Illustrated History of the United States, pp. 108-109.

S. Is able to empathize with others, seeing things through their eyes, whether he accepts their view point or sympathizes with them or not.	3. Slavery was profitable to the slave owner who felt he would not do as well with free hired labor.
G. Groups may engage in conflict; one group may try to dominate another in order to take something from it, such as its labor or wealth.	
G. In political conflicts there is a struggle over goals; the conflicting sides attempt to use the authority of the political system to win the conflict.	
G. Conflict with another group leads to the mobilization of the energies of group members and to increased cohesion of the group.	4. The non-slaveholding white felt the Negro might provide competition for land and for jobs. The possibility of gaining social prestige by owning slaves in the future would also be destroyed.
G. Whenever things valued by a society are scarce, there will be differential access to and control of these valued and scarce things by sub-groups within the society.	
G. Groups may engage in conflict; one group may try to dominate another in order to take something from it, such as its labor or wealth.	
G. Compromise is easier where there is not an ideological perception of the issues, that is where the issues are not moralized and not seen as related to other issues.	

91. Have pupils pretend they are slaveowners. If a slaveowner lost his slaves, what would it mean to him in terms of money? Did he believe the slaves helped him make money? Did he have money invested in the slaves? What would happen to this money? If you were a slaveowner, why might you become upset enough to support a move for your state to leave the union?

Cross, Life in Lincoln's America, p. 142.
Munnes, Short Illustrated History of the United States, pp. 104-106, 110-113.
Sobol, Civil War Sampler, pp. 7-8.

92. Discuss what factors tended to unite the South as a whole in its opposition to the North. Was the South as totally united in its independence move as the leaders believed? What had the major figures in the South pushed as arguments to unite their population? What methods of publicity would they use? Why was compromise between the North and South made more difficult by the racist attitudes of the South and abolitionist ideas among a number of Northerners?

G. There are usually multiple, interrelated causes for wars.

A. SCEPTICISM OF SINGLE-FACTOR CAUSATION.

S. Gains information by studying pictures and films.

G. Conflict with another group leads to the mobilization of the energies of group members and to increased cohesion of the group.

G. There are usually multiple, interrelated causes for wars.

A. SCEPTICISM OF SINGLE-FACTOR CAUSATION.

G. There are usually multiple, interrelated causes for wars.

A. SCEPTICISM OF SINGLE-FACTOR CAUSATION.

C. The North did unify more after the South seceded, although many different reasons were involved in their willingness to fight the South. Much publicity was used to gain the support of the people for the war once it had begun.

93. In a review discussion, tie together all of the reasons which the South believed were serious enough to make them withdraw from the union. Ask: Do you think the South would have left the union if they had been positive that no country in Europe would give them any aid? Why or why not?	Sobol, Civil War Sampler, pp. 6-8. Kane, H. T., A Picture Story of the Confederacy, p. 32.
94. Use pictures of the bombarding of Fort Sumter to introduce a discussion on the topic: What actually led the two sides to active war? How would Northerners react to the South taking over Federal supplies and forts? How might this action be used or publicized to gain support in the North for war against Southern independence?	Reeder, Story of the Civil War, (also has good short sec. of conversation between North and South as to what started war; it could be read aloud.) Kane, H. T., A Picture Story of the Confederacy, pp. 16, 18. The Civil War in Pictures, by Pratt.
95. Discuss the lists which pupils made of reasons why a country might go to war. How varied are the reasons on their lists? Which of them might fit reasons for Northerners supporting a war against the South? What can newspapers, speeches, etc. do to gain support of the people for a war?	

S. Gains information by listening.	1. The ideal of preservation of the union was stressed by Lincoln and used to arouse patriotism.
S. Reads for the main idea.	
S. Reads for the main idea or ideas. S. Is able to empathize with others, seeing things through their eyes, whether he accepts their view point or symathizes with them or not. S. Applies previously-learned concepts and generalizations to new data.	2. Southern seizure of Federal forts and supplies aroused the indignation of many Northerners.

96. Read aloud parts of Lincoln's inaugural address in 1861. Discuss: What view did he seem to be taking at this time? Remind the class that many states had already withdrawn from the union before Lincoln officially took over as president. Why hadn't the North acted before? How many people do the students feel were willing to go to war when the South first seceded or left the union? What could possibly make them change their minds?	Sobol, Civil War Sampler.
97. Have pupils read some of the speeches made for the preservation of the union. Discuss the feelings which the speeches would arouse in the people. Ask: How would you react if some states today decided to withdraw from the union? What people today might make speeches concerning preservation of the union that would carry great influence with the public?	Sobol, Civil War Sampler. Palmer, First Bull Run.
98. Have pupils read the beginning chapters in different books on the Civil War. These chapters deal with the withdrawl of the South from the union and Northern reactions. Ask them to pick out the reasons given for the North's decision to fight against the South. Have them write a short editorial attempting to gain the support of the people for the war against the South. Compare these editorials in class to see the variety of reasons given. What issue did pupils expect to find which seems to be missing? (slavery). Why wouldn't slavery be given at first as a major cause of the war?	Reeder, Story of the Civil War. Werstein, The Many Faces of the Civil War. Flato, The Golden Book of the Civil War, pp. 8-11. Miers, Billy Yank and Johnny Reb.

S. Checks on the bias and competency of sources of information.	3. The newspapers played up events in a dramatic fashion.
S. Applies previously-learned concepts and generalizations to new data.	4. The issue of slavery was soft pedaled at the beginning of the war because the North was divided on the subject and some slave states had remained in the union.
S. Identifies the main idea of an oral, written, or visual presentation.	
A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.	

99. Discuss the sources of information which existed in 1861 (newspapers, speakers, no radio or television). Ask: What differences would you expect to find in accounts given in Northern and Southern newspapers regarding secession, the firing on Fort Sumter, or the importance of perserving the Union? What would account for these differences?

Pratt, *The Civil War in Pictures*.

100. Have pupils make a map to show: (a) the states which seceded and, (b) the states that remained in the Union that did not have slavery, (c) the dates of secession, (d) states that remained in the union that had slavery (the border states). Ask: Why do you think the border states remained in the union?

Werstein, *Many Faces of the Civil War*, pp. 117-

Kane, H. T., *A Picture Story of the Confederacy*, p. 11.

Have pupils read some of the discussion held in these legislatures. What bearing would the fact that some slave states remained in the union have on reasons given by Northern newspapers as causes for the war? What might have happened if they had publicized at the beginning the freeing of the slaves as a cause for the war? What groups would be dissatisfied if this issue were not stressed? How might ignoring the slavery issue affect the total support for the war?

Based on their reading have pupils draw cartoons to illustrate the causes of the war as far as the North was concerned. Have pupils try to present just one major idea in each cartoon. Then ask: How might the South use the same incidents or ideas to gain support from the Southern people for war against the North? Pupils might try drawing cartoons from the Southern point of view.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.	5. Parades, a dramatic call to arms, etc. appealed to many individuals' sense of honor and adventure.
S. Listens for the main idea.	
S. Draws inferences from charts. S. Sets up hypotheses. S. Reads for the main idea or ideas. S. Tests hypotheses against data. G. Military capacity is an important factor in the development of national power, but not the only or even the dominant one. G. Differences in population, resources and economy are important bases or components of national power.	6. The Northerners felt superior resources, industry and numbers would enable them to "teach the South a lesson" in a short time.

101. Have pupils investigate in the reference books or use the opaque projector to show them examples of draft posters in the North, the first volunteers, and the parades that were held. Discuss: What effects do you think these pictures and events such as parades would have upon the thinking of young men in the North? What would be the purpose in making such a dramatic appeal? How might young men picture the war and going off to war?	Munnes, Short Illustrated History of the United States. Flato, The Golden Book of the Civil War, pp. 12, 14, 63, 122-131. Palmer, First Bull Run, pp. 22-26.
102. Read aloud Lincoln's call for volunteers at the beginning of the war and the response to it. Ask: What does this seem to indicate concerning the response to the war? Why would someone answer the call to be a volunteer? What does the short term asked for indicate concerning expectations as to the length of the war? The number of men? Would the feeling that it would be a short war have anything to do with the willingness to fight in the war? Why do you think the President felt the war would be so short?	Kane, H. T., A Picture Story of the Confederacy, p. 15. Munnes, Short Illustrated History of the United States. Flato, The Golden Book of the Civil War, pp. 14-16. Palmer, First Bull Run, pp. 22-26.
103. Project a chart which compares men, resources, etc. for the two sides. Ask pupils to point out advantages of the North that might be publicized to gain support for the war.	Use charts on pp. 28-29 of Flato, Golden Book of the Civil War.
Have pupils read references or text books on the advantages and disadvantages attributed to the North and South. Have them make posters showing the advantages of each side. Based on their findings, have each pretend he is a newspaper editor in the North trying to gain the support of the people for the war using the advantages of the North. Then have each pretend he is a Southern editor trying to gain support of Southerners for war against the North using Southern advantages. Discuss: Which side had the strongest argument? Why? Which could be used to appeal more to the interests of the people? Would either side publicize the advantages of the other? Why or why not?	Werstein, The Many Faces of the Civil War, pp. 49-65. Munnes, Short Illustrated History of the United States, pp. 153-154. Flato, The Golden Book of the Civil War, pp. 15-16.

S. Generalizes from data.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

S. Is able to empathize with others, whether he accepts their viewpoint or sympathizes with them or not.

III. Although the Emancipation Proclamation technically freed some of the Negro slaves, during the Civil War the Negro faced many problems in both the North and the South during the course of the war.

Which side seemed to have the greatest material advantages? Do material advantages always determine the winner in a war? Why or why not?

104. Have several pupils read accounts of the first battle of Bull Run. Ask them for information concerning numbers involved on both sides, spectators to the event, general feelings before the battle in the North and South, and the final results. Discuss: How did the spectators to the battle indicate the attitude that had been built up in the North in regard to the ease with which they would win the war? How does this battle with its spectators, etc. compare to a battle in Viet Nam? In what way could the battle of Bull Run be used by newspapers on both sides to gain support for the war?

Werstein, The Many Faces of the Civil War, pp. 65-71.
Kane, H. T., A Picture Story of the Confederacy, pp. 24-27.
Flato, Golden Book of the Civil War, pp. 30-38.
Palmer, First Bull Run.

105. Have pupils pretend they are Negro slaves at the outbreak of the Civil War. What would they think of the war? Ask: What might they do if the Union armies came close to where they were working the plantation? How might they hear about the war?

Have pupils pretend they are slaveowners at the beginning of the war. Ask: What measures might they take to protect the ownership of their slaves? To what uses might they put the slaves in helping the South fight the war?

Have pupils pretend they are free Negroes in the North. Ask: When the war starts, what might you want to do to help the North? Do you think the Northerners would want you to fight in the army or not? Why? (Remind them of some of the discrimination in the North.) What might the government and you, the freedman, think of the song "To the flag we are pledged, all its foes, we abhor, And we ain't for the Negro, but we are for the war."

S. Generalizes from data. S. Sets up hypotheses.	A. The Emancipation Proclamation made slavery a more prominent issue in the war and caused varied reactions among the Negro and white population. 1. Due to varied reasons Lincoln issued the Emancipation Proclamation to aid the course of the war. It freed the slaves in the states still in rebellion but provided nothing for the other slaves or the slaves technically freed under the act.
S. Tests hypotheses against data. A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.	2. The South reacted violently to the Proclamation and felt it would encourage rebellion among the slaves. 3. Some Northerners increased their support of the war as they now felt it was being fought to destroy slavery, but others rioted against Negroes in the North and did not approve of the Proclamation.
S. Applies previously learned concepts and generalizations to new data.	4. Many Negroes reacted immediately to the news of freedom, even though a number had already left plantations and were classified as "contraband" before this time.

106. Have pupils read some of the statements made by Lincoln about slavery after the war began,part of the Emancipation Proclamation, and Lincoln's later comments. Compare these with his earlier comments on slavery. Ask: Why do you think Lincoln changed his mind and issued the Proclamation? What slaves were really freed? What reactions do you think the slaves would have had to the Emancipation Proclamation? the Northern white? the Southern white?

"Selected Readings on the Civil War and Reconstruction."

Have a group of pupils read the descriptions of the reactions by the Negro and whites in the North and South to the Proclamation. They should tell the class about the reactions and the problems it created. Then have pupils compare these reactions with their suggestions about possible reactions.

Sterling, Forever Free.
Commager, The Great Proclamation.
McCarthy and Reddick, Worth Fighting For.

Botkins, ed., Lay My Burden Down.
"Questions on Readings on the Civil War."

Perhaps show the film The Emancipation Proclamation and have the students look for the reasons the film gives for the signing of the Proclamation, reactions to it in the North and in Europe, and its actual significance as far as the Negro was concerned. As a follow-up, have pupils look up the 13th amendment to the Constitution to find out when all of the slaves were actually freed. Discuss: Why didn't Lincoln free all of the slaves in his Emancipation Proclamation?

Film: Emancipation Proclamation.

S. Sets up hypotheses.

G. People frequently base their actions upon a stereotype or a generalized picture which assigns to all members of a group a set of characteristics which are true for only some of them.

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

B. The Negroes who fled from the Southern plantations during the course of the war faced many problems regarding means of support, places to go, and the reactions of some Northern generals and soldiers.

1. The Negro faced discrimination in the Northern military after he was finally allowed to take an active part in the war.

   a. Early in the war free Negroes had attempted to join the Union army and had been rejected. There seemed to be the feeling there was no place for him.

   b. Many Negroes followed the Federal armies and created a problem as to what to do with them, feeding them, etc.

   c. The first runaway Negroes to the Union armies were regarded as "contraband" and often put to work by the army. Some generals,however, returned them or even permitted slave catchers to search the camps for missing Negroes.

   d. Eventually permission was granted to raise Negro troops, but they found a difference in pay scale and were often given the unfavorable jobs.

   e. In many instances they were not accepted as equals by white soldiers.

   f. Later on in the war some Negroes in "freed" parts of the South were also forced to participate in the army whether they wanted to or not.

107. Have pupils make a list of things the Negro slaves escaping to Northern lines might do. Discuss: Would they be an advantage or disadvantage to the North? Would generals welcome and give protection to them or not? Why would it be hard for the North to give much real aid to the Negro in the South during the war?

108. Have a pupil give a report on the struggle of the Negro to be accepted into the Northern armed forces, the discrimination he faced there, and some of the contributions made by Negro troops during the Civil War. Discuss: What do these difficulties show about feeling in the North concerning the Negro? What might it indicate about problems the Negro would face after the war in being accepted as an equal?

McCarthy and Reddick, Worth Fighting For, pp. 40-60.

G. The easier it is to distinguish a minority group by some physical characteristic, the harder it is for that group to gain full acceptance by the wider society and to move out of one social class into a higher one.

A. BELIEVES THAT PEOPLE OF DIFFERENT INTERESTS, ABILITIES, AND BACKGROUND CAN CONTRIBUTE TO AMERICAN SOCIETY.

A. BELIEVES IN EQUALITY OF OPPORTUNITY FOR ALL.

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

g. Regardless of the difficulties, many Negro troops distinguished themselves and served in the Northern army with valor.

2. Former slaves were also put to work on abandoned plantations for a small wage.

3. The former slaves faced food shortages, clothing shortages, and many times worked for Northerners not necessarily kinder than their old masters had been.

4. Some attempts were made during the war to provide education for the slaves that were now recognized as free under the Proclamation, but many times supplies were scarce and the Negroes were not really given a chance to adjust to freedom.

109. Have pupils read about the Southern Negro after he joined the Union forces, joined the Union camps, or when the Union forces came into his section of the South both before and after the Emancipation Proclamation. Discuss pupils' responses to the exercises and their opinions concerning the conditions of the former slaves now under Union control.

Wiley, Southern Negroes, 1861-1865,
pp. 175-179; 181-186, 230-232,
240, 249-250, 260, 272-276,
295, 301-302, 304, 310-311,
324-325, 341-343.
"Questions on Readings."

S. Reads for the main idea or ideas.

G. Differences in population, resources, and economy are important bases or components of national power.

S. Generalizes from data.

G. People frequently base their actions upon a stereotype or a generalized picture which assigns to all members of a group a set of characteristics which are true for only some of them.

C. The South made use of the Negro slaves to their own advantage in the war whenever possible and attempted to keep them slaves.

1. Southerners obviously did not recognize the authority of the Northern government to free their slaves.
2. Word of the Proclamation was not publicized but many slaves soon became aware of it through the "grapevine."
3. Slave labor was used on the plantations to provide food for the South and home manufactured goods during the war.
4. Many planters moved their slaves to the interior out of the reach of Union armies.
5. Negro labor was used increasingly in manufacturing, military defenses, and military labor other than fighting during the course of the war. (railroads, teamsters, cooks, body servants, building and repairing forts, etc.)

110. Have pupils read accounts of the Southern Negro under Southern control during the Civil War. Discuss their comments and answers to the study questions about life during the war, treatment, use for the war effort, etc.	Wiley, Southern Negroes, 1861-1865, pp. 25-29, 40, 50-52, 54-55, 57-58, 61, 64-65, 110-115, 128, 130-131, 155-156, 159-160. "Questions on Readings."
111. Discuss: How did the problems of the Negro under Northerners compare with their problems under Southerners? What problems do you think the Negro would face at the end of the war? Also ask: In what instances did you find examples of the "Sambo" stereotype coloring reactions toward the Negro in both the North and South? Was the stereotype applied only against Southern Negroes by the Northerners or was it at times applied against Northern Negroes too?	

S. Gains information by studying pictures and films.

S. Generalizes from data.

A. IS CURIOUS ABOUT SOCIAL DATA.

S. Reads for main ideas.

S. Adjusts reading rate to type of material and purpose in reading.

A. IS CURIOUS ABOUT SOCIAL DATA.

IV. The Civil War was the first modern "total" war involving the United States.

112. Show a film on the events of the Civil War. Afterwards, discuss: What kind of a war was it? What techniques seemed similar to ideas you have concerning the fighting of a war? What tactics seem unusual to you? Was there any plan mentioned in the film? (Introduce the term "strategy" and discuss its meaning.)	Films: Road to Gettysburg, 30 min., N.B.C.; True Story of the Civil War, 3 reels, McGraw-Hill.
113. Introduce the class to the books available on the Civil War. After a brief description of the types of books available, have pupils browse and begin reading in books of their choice. Give pupils a list of things to look for in these books. Those choosing non-fiction books will be able to use them as a major reference for projects later on in the unit as well as in class discussion of the fiction books the rest of the pupils will be reading. Before pupils begin reading, discuss the differences in reading rates appropriate for novels and non-fiction and for different purposes such as reading for main ideas or reading for details.	See bibliography. "Study Questions in Readings."
114. Display pictures of weapons, camp life, uniforms, and leading personalities of the war to promote interest in the period. Scenes of various battles can also be included. Discuss: What do these pictures seem to show about warfare? soldier life? the weapons available to the soldier in the 1860's?	Public library Art Department. Or use on the opaque pictures found in: Kane, H.T., A Picture Story of the Confederacy, pp. 22, 24, 32, etc. Flato, Golden Book of the Civil War. Pratt, The Civil War in Pictures.

S. Sets up hypotheses.

S. Tests hypotheses against data.

A. The Civil War involved a war of ideas, (preserving the union versus complete independence); therefore, there were no definite limited objectives. Both sides lacked a planned strategy at the beginning of the war.

1. The North, in order to preserve the union, had to force total defeat of Southern armies, occupy the capital, and convince the Southern people their cause was hopeless.

2. The Northern generals were not accustomed to handling large armies, and most of them had difficulty in visualizing the war as a total, new kind of war.

Perhaps, also, prepare a bulletin board display of reprints of Brady's photographs of the war. Discuss: Do we have actual photographs of wars before the Civil War? Why not? What kinds of details do the pictures show about weapons? supplies? Are many battles themselves photographed? Why or why not? How can photographs be used by historians as sources of information?

Public Library Art Department.

115. In a review of material previously covered, discuss: What was the major objective of each side? (preservation of union for the North; independence for the South) What problems might each side face in securing its objective? In the light of this discussion ask pupils to draw up a plan of what they would do to win the war if (a) they were deciding what the North should do, and (b) they were deciding what the South should do. Ask: Why did you pick the things you have listed?

Now have pupils use references or text books to find out what strategy each side did adopt. Make a blackboard list of the strategy for each side. Which side seemed to be taking most of the positive action? Is this logical? Why? Discuss the terms offensive and defensive. Which would each side adopt in the Civil War? Why? Would it be better for the North

Kane, H.T., A Picture Story of the Confederacy, pp. 48-
Dupuy, Military History of Civil War Land Battles.
Flato, Golden Book of the Civil War.
Reeder, Story of the Civil War.

S. Identifies the main idea of an oral, written, or visual presentation.

G. The leadership of any group must try to maintain group cohesion and harmony and also must organize its strategies or provide intellectual leadership.

S. Generalizes from data.

S. Organizes his information according to some logical pattern which fits his topic.

a. Proper civil-military relationships were lacking at the beginning of the war in the North and Lincoln made many of the decisions concerning strategy, until a proper administration was set up.

b. Many generals wanted to concentrate on only one major point and hesitated to fight their armies but tended to rely on "bloodless" strategy.

3. The North finally evolved a strategy that consisted of the following:

a. Capture of Richmond for morale and industrial effect.

to concentrate on the major point of attack or on a number of them? What would be the advantages of each plan? It might be pointed out that in previous wars armies usually concentrated on one or two major points. Have pupils look at a map of the Civil War. Did the North seem to be following this plan? If you had been a Southern general, would you have attempted to fight the North at all points of attack? Why or why not? What happens if one spreads his army too thin? What decision did the South apparently make? Why do you think they made that choice?

Or read aloud an explanation of the actual development of the strategy. Reword where necessary for understanding, or explain the meaning of certain difficult phrases. Ask pupils to pick out the reasons given for the strategy adopted by the North and South. Was the strategy planned immediately or over a period of time? Which side's strategy seemed somewhat dependent on the strategy of the other side?

Williams, Americans at War.

116. Have pupils read some of the comments Lincoln made to and concerning some of his generals. What seemed to be some of the problems he faced? How much did Lincoln have to do in determining the movements of the armies? Was he rich in experience in heading armies? How much do you think Northern generals affected the course of the war, early in the war?

"Selected Readings on the Civil War and Reconstruction."

Have a group of pupils read information on Abe Lincoln and put together a word portrait of Lincoln. What was he like? What problems did he have during the war? How much did he seem to have to do with running the war as far as plans,

See bibliography section on Lincoln.

S. Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.

b. Complete blockade of the South to prevent supplies from reaching civilians and armies and money and credit from flowing into the South from sale of their cotton and other products. This would help weaken both the armies and morale.

c. Hit at the Mississippi and other river and rail-routes to weaken army movements, communication, and supplies. To split the South.

d. Concentrate along many points to find weak spots instead of just one, thus weakening the strength of Southern armies.

e. The Emancipation Proclamation can also be considered strategy in that it weakened the support of Europe for the Confederacy and increased support for the North in both the North and in Europe.

4. The South, in order to keep their independence, adopted a defensive strategy but lacked a unified plan of action and yielded strategic initiative to the North.

a. The South felt it had to outlast or wear down the North, while protecting its property from attack.

b. The South also lacked proper military-civil relationships and much of the strategy was planned by Davis as situations arose.

contact with leading generals, etc. Ask: Do you think our President does this much in the present war? Why or why not? Who makes many of these decisions now?

117. Have a group of pupils, using reference books, find out what they can about Jefferson Davis. What were major events in his life? his views on slavery and the war? What kinds of actions did he take as President of the Confederacy? If the exercises on Lincoln were done, the discussion can also center around a comparison between Lincoln and Davis. How much did Davis seem to have to do with making military decisions?

Green, President of the Confederacy.

c. The Southern strategy consisted of the following:

(1) Concentration on the area around the Northern capitol to prevent northern capture of Richmond.

(2) Secure aid from Europe to break the blockade and to provide supplies because the South lacked much industry.

(3) Defend every threatened point of attack instead of concentrating on defense of the key points and the few industrial areas that existed in the South.

(4) Invade the North to convince the "border" states to join them and to discourage Northerners from continuing the war. These attacks were developed later and only when it was felt the South would be successful in the attack.

S. Organizes his information according to some logical pattern which fits his topic.

S. Generalizes from data.

G. The leadership of any group must try to maintain group cohesion and harmony and also must organize its strategies or provide intellectual leadership.

118. A small group of pupils can read the biographies of personalities of the period. Short biographical sketches can be presented to the class or written, with a few selected ones read to the class. Discuss: Which of these men seemed to play the most important roles in the war? Why? Which leadership qualities did they display?

See bibliography and also:
Sobol, Civil War Sampler.
Sobol, Two Flags Flying, pp. 1-26, 45-48, 57-61, 157-160, 173-176.

S. Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.

S. Applies previously-learned concepts and generalizations to new data.

S. Compares sources of information.

S. Checks on the accuracy of information and decides how much faith to put in the source.

119. A bulletin board committee might make a large picture map or mural showing the stages of the war in each of the four years of the war. They should tell the class about the main area of concentration in each year, who was winning, where, and why. Then ask: Do the sides seem to be carrying out the strategy we studied earlier? What major campaigns or battles seem to carry out the strategy? Which do not seem to? What might be reasons for this?

Or, have different pupils write newspaper articles concerning the major battles such as Bull Run, Gettysburg, Antietam, Vicksburg, etc. from both a Northern and a Southern point of view. Distribute the articles to the class. Ask: What part of the strategy of either side, if any, was being carried out in these battles? For example, why did Lee decide to attack Antietam? Gettysburg? Why did Grant take Vicksburg, etc.?

Reeder, Story of the Civil War.

Flato, Golden Book of the Civil War.
Sobol, Civil War Sampler, pp. 109-111.
Miers, Billy Yank and Johnny Reb.
Sobol, Civil War Sampler, pp. 134-138.
Dupuy, Military History of Civil War Land Battles.

120. Read aloud or have pupils read various accounts of Sherman's March to the Sea. Ask pupils to write two accounts of the march: (a) from a Southern point of view, and (b) from a Northern point of view. Read some of the pupils' accounts to the class. Ask: What explains the different interpretations of facts? What would a strictly factual account include? Did Sherman's March fit the Northern strategy?

Flato, Golden Book of the Civil War, pp. 180-194.
Reeder, Story of the Civil War
Werstein, The Many Faces of the Civil War, pp. 174-176.
Strong, A Yankee Private's Civil War, pp. 97-115.
Miers, Billy Yank and Johnny Reb, pp. 218-226.

S. Compares sources of information.

S. Organizes his information according to some logical pattern which fits his topic.

G. Countries may seek to increase their power by gaining alliances with other countries.

S. Draws inferences from maps.

S. Sets up hypotheses.

S. Gains information by using models.

S. Sets up hypotheses.

121. A pupil should use as many sources as possible to find information about the ship Alabama and some of the others built by England. He could make a model of the ship and a map of its route before it was taken over by the South. In the report he should include data on where it was built, why it was built there, its use by the South, and Northern reactions to the ship.	Flato, Golden Book of the Civil War. Sobol, Civil War Sampler, pp. 151-153. Miers, Billy Yank and Johnny Reb, pp. 175-185. Sobol, Two Flags Flying, pp. 61-64.
Use this report as a basis for discussion of Southern strategy concerning foreign aid. Which side did Europe seem to sympathize with during the early part of the war? How else might European countries aid the South short of actually sending troops? Why were they doing this?	
122. Discuss the naval situation at the beginning of the war. Who had ships? Look at the account by Vanderbilt who turned over his yacht to the navy. Have pupils look at a map of the coastline of the Confederacy. Ask: How many ships do you think it would take to blockade the coast? What compromise would have to be reached? Why would the North want to blockade the South? Why didn't the South attempt to blockade the North?	Am. Heritage, Naval Battles and Heroes. Flato, Golden Book of the Civil War.
Or have a small group of pupils make a model of the coastline, including some of the major ports that the North would blockade. (Perhaps use small models or pieces of wood to represent ships.) Small models of blockade runners might also be placed on the larger model. The pupils should explain or illustrate why Union ships could not get very close to the ports. Discuss this part of the Northern strategy, what they were hoping to accomplish, and the possible effectiveness.	Flato, Golden Book of the Civil War. Miers, Billy Yank and Johnny Reb. Am.Heritage, Ironclads of the Civil War. Am. Heritage, Naval Battles and Heroes.

S. Tests hypotheses against data.

S. Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

S. Sets up hypotheses.

B. Many techniques and weapons of the Civil War were either new or given their first prominent use; the forces of industrialization were also extremely important in fighting the war.

123. Have pupils who have read books on naval heroes, naval warfare, and blockade runners present information to the class on what they have learned about that segment of the war. What problems did the blockaders have as against blockade runners? How effective was the blockade according to their books? What dangers were involved?	Kane, H. T., A Picture Story of the Confederacy, pp. 108-114. Am. Heritage, Naval Battles and Heroes. Am. Heritage, Ironclads of the Civil War. Pratt, The Monitor and the Merrimac. Sobol, Civil War Sampler, pp. 52-53. Novels
124. Have members of the class present a play in which they discuss the course of the war, victories, defeats, leadership, and hope for the future of what winning would mean. They might present five scenes: one in a Northern home near Gettysburg, a second in a Southern home in Charleston, the third a "border" state home near Antietam, the fourth a Southern home in Atlanta after it has been taken by Sherman, and the fifth in a Western home in Oregon. (Island on the Border contains some information of views in Oregon). In each scene, pupils can represent a typical family consisting of mother, father, daughter, younger son, and a son in the army. The father might also be taking an active part in the war. Then discuss similarities and differences in views taken on the war, depending on location, previous ideas, etc.	
125. Discuss the problem of fighting a war, other than general strategy. What does each side need or use in fighting? (Ask additional questions as needed to bring out need for men and guns, ways to get supplies to one's troops, ways to destroy enemy supplies, ways of finding out the enemy's plans, etc.) Point out that pupils will be looking for ways in which the North and South fought the war in terms of weapons, transportation, communication, and men.	

S. Sets up hypotheses.

G. Military power is an important factor in the development of national power, but not the only or even the dominant one.

G. Differences in economy may be reflected in differences in national power.

G. Machinery and power make it possible to increase production and the precision with which products are made and to make new products.

S. Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.

S. Organizes his information according to some logical pattern which fits his topic.

S. Tests hypotheses against data.

1. Many new weapons such as the Spencer rifle, etc. were mass produced.

2. Breech-loading and repeating rifles were manufactured, and this meant "killing capacity" was increased.

126. Hold a discussion concerning the differences between hand-made and machine-made weapons. What kind of weapons would it be difficult to make by hand? If a machine makes a number of identical parts, what can be done if a part of a rifle breaks? Is this as easily done on a hand-made weapon? Which section, North or South, had the greatest amount of industry by 1860? Why? Would this be an advantage?

Discuss some of the weapons that pupils are familiar with from more recent wars. Ask: How many of these do you think were used in the Civil War? In wars before the Civil War? What kinds of weapons tend to kill the most people? Why? Introduce the concept of "modern" war weapons. What would make a weapon "modern"?

Introduce some of the books available on weapons and communications such as Eyes and Ears of the Civil War, Civil War Weapons, other books on weapons, and fiction books such as Cadmus Henry, if this was not done earlier.

See bibliography.

127. Have a group of pupils investigate Civil War weapons. They might present a display of models or illustrations (ones they have drawn or found) to the class. Afterwards, discuss: What part did industry play in producing these weapons? How do they differ from ones used in earlier wars? From ones used in present day wars? Which side seemed to use the greatest variety of weapons, or did they both use the same ones?

Colby, Civil War Weapons.
Flato, Golden Book of the Civil War.
Reeder, Story of the Civil War.
Sobol, Two Flags Flying.

Other general books on weapons.

G. Military power is an important factor in the development of national power, but not the only or even the dominant one.	
G. Differences in economy may be reflected in differences in national power.	
G. Differences in economy may be reflected in differences in national power.	3. Supplies such as uniforms, shoes, etc. were mass produced by industry, especially in the North.
G. Machinery and power make it possible to increase production and the precision with which products are made and to make new products.	4. Ironclads appeared against the traditional wooden ships and revolutionized naval warfare. 5. Torpedoes were used in naval warfare,as were submarines. The telegraph was used for directing troop movements and to relay false information, etc.
G. Changes in one aspect of society will have effects upon other aspects.	6. Mining and blowing up of areas was tried (i.e. Petersburg) but were not too successful. 7. Signal balloons were used to attempt to determine troop concentrations and movements.

128. Ask: What advantages did the North have for the production of other kinds of military supplies such as uniforms and shoes?

129. Set up three groups to study: (a) Communication during the Civil War. (One excellent source here is Eyes and Ears of the Civil War. Also, pupils should make use of the index in reference books under specific topics such as balloons, smoke signals, telegraph, photography.); (b) Small arms and artillery, (c) submarines, torpedoes, and ironclads, (d) Attempts to mine areas.

Have pupils make illustrations or models concerning their topic. They should also organize a presentation on what was used, how it was used, how new it was, and why its use was important. In a discussion after the presentation, ask: How many weapons and methods were used either for the first time or, if they were used before, were used much more than in earlier wars? (Bring in the term "modern" war in connection with these reports.) Discuss: Why hadn't these things been used extensively before? What was needed before this type of warfare could develop?

Foster, Eyes and Ears of the Civil War.
Kane, H. T., A Picture Story of the Confederacy, pp. 32, 64, 76-77, 100-108.
Am. Heritage, Naval Battles and Heroes.
Flato, Golden Book of the Civil War, pp. 126-130.
Sobol, Two Flags Flying, pp. 29-32, 37-40, 133-136, 145-148, 117-120.
Latham, Man of the Monitor.

G. Machinery and power make it possible to increase production and the precision with which products are made and to make new products.

G. Military power is an important factor in the development of national power, but not the only or even the dominant one.

G. Differences in economy may be reflected in differences in national power.

G. Changes in one aspect of society will have effects upon other aspects.

8. Railroads were used for transporting of troops and supplies and became major targets of the enemy.

130. Have a pupil reading Cadmus Henry give a short resumé of the story and point out the hazards of this very elementary use of air power, which is described. Or a pupil reading a biography of Thaddeus Lowe could give such a report or possibly compare his book with the fictional account.	Edmond, Cadmus Henry. Or use the short resumé in Fenner, Brother Against Brother. Hoehling, Thaddeus Lowe.
131. Several pupils might make models of the Monitor, Merrimac, and a typical wooden ship of the day. Discuss the advantages ironclads had over wooden ships as well as the problems with the first ironclads. Ask: Would it be possible to keep depending on wooden ships in the future when ironclads had been successfully experimented with in the Civil War? What made it possible now to build ironclads? Who had the advantage in the numbers and speed with which they could build them, North or South? Why?	Reeder, Story of the Civil War. Kane, H. T., A Picture Story of the Confederacy, pp. 37-45. Am. Heritage, Ironclads of the Civil War. Pratt, The Monitor and the Merrimac. Latham, Man of the Monitor.
132. Have a pupil investigate the use of railroads in the Civil War. He should report on their importance as a source of transportation of supplies, a target to destroy, and their importance in communication. A map showing the major railroad routes could be used to illustrate their importance in relation to major areas of the war.	Reeder, Story of the Civil War. Werstein, The Many Faces of the Civil War.
Perhaps have another pupil read Andrews Raid and discuss the reasons why Union soldiers tried to take the train.	Epstein and Epstein, Andrews Raid.

S. Draws inferences from data.

9. Both sides had at first called for volunteers and had used a bounty system but finally resorted to the first conscription or draft to raise mass armies.

G. Changes in one aspect of culture will have effects on other aspects.

G. Machinery and power make it possible to make new products.

C. Even though the Civil War is termed a modern war, some older techniques of warfare were also used.

  1. Cavalry was used for scouting.

  2. Foraging for supplies was relatively new to the United States but not to European wars.

133. Use the opaque projector to show the class posters on calls for the draft, bounty advertisements, and draft notices. Describe the operation of the bounty system and discuss its advantages and disadvantages. What might some people be tempted to do? Why did first the South and then the North have to pass a draft act? What might need for a draft show about the size of the armies needed? What problems had the volunteer system posed?

Flato, Golden Book of the Civil War, pp. 164-165.
Munnes, Short Illustrated History of the United States, p. 156.

134. Have a student make a chart comparing figures on the number of participants in the Revolution, the War of 1812, the Mexican War, and the Civil War. Hold a class discussion comparing size of armies, Americans involved in each war, and problems which such large armies might cause (lack of experience with such tremendous groups of men, problems of supplying that many men, etc).

135. Have several pupils who read novels about the cavalry describe the actions of the cavalry in the Civil War, some of the famous leaders in the cavalry, and their relative success in aiding the war effort. Ask: What replaced cavalry in late wars? What seemed to be true about the prestige or importance allotted to cavalry members? Why? How would the shift to tanks in later wars affect warfare?

136. Have pupils who are not reading books on Mosby, Morgan, or other raiders look up some additional information on these men and present a summary of the role these men played in the war. What was the connection with the regular army? How were they alike or different? What did the general population think of them?

See bibliography and also:
Flato, Golden Book of the Civil War, pp. 176-180.
Sobol, Two Flags Flying, pp. 85-88, 105-108.

G. Military power is an important factor in the development of national power, but not the only or even the dominant one.

G. Differences in . . . economy may be reflected in differences in national power.

S. Identifies value conflicts.

G. The community demands security -- a goal which may be incompatible with the demands of individuals.

137. A group of girls can work on some of the famous women spies and espionage agents of the Civil War. Have them describe methods, kinds of information they provided, and what happened to them. Some can read fictional accounts and compare the fictional accounts of spying with the non-fictional accounts. Afterwards, hold a class discussion on the importance of spying, what happened to Confederate soldiers who were spies if they were not wearing some part of a Confederate uniform, and where the spies seemed to get most of their information.	Reeder, Story of the Civil Foster, Eyes and Ears of the War. Werstein, The Many Faces of Civil War. Sobol, Two Flags Flying, pp. [illegible] 105-108, 149-152. Kane, H. T., Picture Story o the Confederacy, pp. 114, 45-52.
138. Read sample newspaper articles regarding troop movements and plans. Ask: What advantages would these newspaper articles give the enemy? Did the enemy make use of them? Why did the newspapers print information like this if it really aided the enemy? Should newspapers be allowed to do this? Why or why not?	Pratt, The Civil War in Pictures. Kane, H. T., A Picture Story of the Confederacy, p. 15.

S. Generalizes from data.

S. Compares sources of information.

S. Sets up hypotheses.

V. The Civil War had an impact on soldiers and civilians alike in both the North and the South.

A. Military life was not as glorious as many of the early volunteers had envisioned it.

G. Wars have a serious impact upon both soldiers and civilians.

1. Southern armies lacked adequate military supplies in terms of weapons, clothing, boots, etc. mainly because of the South's relative lack of industry and the blockade. This situation became worse during the latter part of the war.

139. Hold a summarizing discussion on the ideas of the Civil War as a "total" war. Ask: Would the South have been satisfied to make a treaty giving up part of its territory? Why or why not? Would the North have been satisfied with forcibly taking and keeping only a part of the South? Why or why not? Were there specific areas taken and occupied by the North? (limited vs. unlimited objectives.) What things were somewhat new to the U. S. in this war? (size of armies, use of the telegraph, new weapons, major use of railroads, etc.)

140. Have pupils pretend that they are soldiers entering the services at the beginning of the war. They should write descriptions to answer the question: What would it be like to fight in the war?

Read some of these descriptions and compare them. Why do they differ? Some pupils will have read novels concerning a soldier in the war and will undoubtedly include some of the bad aspects of fighting in the war. Ask them what they think most soldiers thought of the war, in light of their experience, and how actual experiences compared with what the soldiers expected.

Develop a class list of problems which the soldier might face in the war. Add to or modify the list as pupils study conditions. Point out that many of these problems are true in all wars, not only the Civil War. (A discussion could be held here on the problems the students feel a soldier in Viet Nam faces today.)

141. Have pupils read accounts of soldiers' experiences. Discuss: What do these accounts show about diet? clothing? shelter? marching? How different was the life of the Northern soldier as compared with the life of the Southern soldier? Why?

"Selected Readings on the Civil War
and Reconstruction."

Harwell, The Confederate Reader.
Harwell, The Union Reader.

S. Checks on the accuracy of information and decides how much faith to put in the source.

S. Checks on the bias and competency of authors and witnesses.

S. Checks on the completeness of data.

S. Compares sources of information.

G. Wars have a serious impact upon both soldiers and civilians.

S. Draws inferences from charts.

2. If supplies were not transported (many times supply trains could not keep up with the army) or available (as in the South) a very basic diet of hardtack, possibly beans, and coffee existed to be supplemented through foraging.

3. Because the South tried to defend every point of attack and the North attacked along many points, the troops moved about a great deal.

4. The death rate was high and care for the wounded was very inadequate because of lack of medical supplies, trained

There are some secondary accounts in reference books. Pupils might read a few of these and then discuss: Which would be the most accurate description: a soldier writing a letter home or in a diary? a news correspondent's report? an account based on what a soldier remembered after the war? or a later account written by a historian, based on what people had said about the war at the time? Why?

Botkin, A Civil War Treasury of Tales, Legends, and Folklore.
Commager, The Blue and the Gray.
Strong, A Yankee Private's Civil War, (Excellent pictures between pp. 158-159 and pp. 62-63.)

Discuss the sources of information on soldier life. What kinds of accounts do we consider most accurate? Why? Would any two soldiers describe the situation they were involved with in the same way, even if they were together all the time? Why not? What might determine what a soldeir thought of the conditions he found? Would interviews conducted after the war be as accurate as descriptions written during the war? Why or why not?

142. Discuss: How far do you walk to school each day? Approximately how many blocks would twenty miles be? What do you carry on the way to school? Do you walk much in the rain? Why? How many of you have been camping? Have you ever camped in the rain? What was it like?

Compare the answers to these questions with what pupils have learned about the conditions of the soldier. This may make pupils think more realistically of some of the hardships endured by the Civil War soldiers and soldiers in all wars.

143. Have two or three pupils make a chart showing the approximate numbers involved in the armies on each side, and the dead and wounded. What does this chart show in terms of: percentage of deaths after being wounded, and size of armies? What would be

physicians, and adequate transportation of the wounded, even though some organizations such as the United States Sanitary Commission attempted to improve the situation.

S. Distinguishes between facts and estimates.

G. Wars have a serious impact upon both soldiers and civilians.

S. Gains information by studying pictures and films.

G. Wars have a serious impact upon both soldiers and civilians.

5. Prison conditions for captured soldiers were poor in both the North and South, although somewhat poorer in the South due to their lack of supplies and medicine. There was a prisoner exchange system, but many times the health of prisoners had been damaged by prison conditions.

S. Generalizes from data.

G. Wars have a serious impact upon both soldiers and civilians.

A. VALUES HUMAN DIGNITY.

S. Checks on the accuracy of information and decides how much faith to put in the source.

S. Checks on the bias and competency of witnesses and authors.

some reasons for this? Why are the figures only approximate? (bounty jumpers, difficulty of keeping records, etc.).

144. Show the film on Clara Barton and her work on the battlefield. Discuss: What does this film show concerning the life of the soldier and medical attention during the war? What were major problems encountered with the wounded? What steps were taken to help remedy the situation? Have pupils who are reading biographies of Clara Barton or Cornelia — Civil War Nurse describe some of the battlefield hospitals, problems, what happened to the wounded, etc. Discuss: How did poor medical conditions affect the death rate? disablement of soldiers?	Film: Clara Barton - A You Are There Presentation. Strong, A Yankee Private's Civil War, pp. 71-79. Brown, The Human Side of American History, pp. 153-157. Sobol, Civil War Sampler, pp. 60-61 (surgery) Sobol, Two Flags Flying, pp. 77-80. (description) See bibliography.
145. Have pupils read brief descriptions of prison life. After discussing some of the characteristics, ask: Why weren't prisons in better condition? Why were Northern prisons also bad if the North had more supplies, industry, agriculture, than the South? Why were many of the prisoners released or "traded" during the war? How much faith do you think you can put in these accounts? Why?	"Selected Readings on the Civil War and Reconstruction." Harwell, The Confederate Reader. Harwell, The Union Reader. Botkin, A Civil War Treasury of Tales, Legends, and Folklore. Commager, The Blue and the Gray.
A few of the novels which pupils are reading contain stories of prisoners of war, their conditions, and escape attempts. Have pupils who have read these novels describe the information which their book presented on prison life, reactions to it, and escapes planned or carried out. Ask: How accurate do you think	Werstein, The Many Faces of the Civil War. Sobol, Civil War Sampler, pp. 116-121.

S. Sets up hypotheses. A. VALUES HUMAN DIGNITY. A. IS SENSITIVE TO THE FEELINGS OF OTHERS.	B. Civilians in both North and South found their life affected by the war in numerous ways, although the hardships suffered were greater in the South.
S. Tests hypotheses against data. S. Gains information by studying pictures. G. Wars have a serious impact upon both soldiers and civilians.	1. The major part of the war was fought on Southern land; therefore, more private property was destroyed and civilians had closer contact with the fighting than the North (with exceptions such as Gettysburg, raids on the border states, etc.) Some citizens, such as those in places under siege, as was Vicksburg, even lived in caves for a time.

these descriptions are? Why? How did the prisoners get additional supplies? Was there any organized attempt to improve their lot? What effects do you think being a prisoner of war would have on a soldier?	Flato, Golden Book of the Civil War, p. 133. Brown, The Human Side of American History, pp. 166-168. Sobol, Two Flags Flying, pp. 141-144. Reeder,Col.Red, Story of the Civil War.
146. Ask: How might civilians be affected by a war such as the Civil War? (member of the family gone, shortages, threat to safety if in an area where fighting was or could take place, lack of a labor force in some areas, etc.) Make a list of their responses. Add to it as different activities are developed. (Perhaps begin this discussion by asking: What effects do you think the war in Viet Nam has on the civilians living there? What problems do they face? What do many of them seem to think of the war? Might some of these same problems have been faced by civilians during the Civil War? Why or why not?)	Werstein, Many Faces of the Civil War, pp. 82-110.
147. Show pictures of the destruction in the South at the end of the war. Discuss: What do these pictures indicate about how civilians were affected by the war? Do you think Southern civilians would have felt the effects of the war more or less than Northern citizens? Why?	Pratt, The Civil War in Pictures. Flato, Golden Book of the Civil War.

S. Is able to empathize with others, seeing things through their eyes, whether he accepts their viewpoint or sympathizes with them or not.

G. Wars have a serious impact upon both soldiers and civilians.

S. Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.

S. Gains information by studying pictures and films.

G. Wars have a serious impact upon both soldiers and civilians.

S. Listens for main ideas and details.

G. Wars have a serious impact upon both soldiers and civilians.

148. Read aloud the short account written by a seventeen-year old in Georgia during Sherman's March to the Sea. Discuss her feelings and problems. Ask: How easy do you think it would be to forget this experience and to forgive the North?	Brown, Human Side of American History, pp. 173-175.
149. Have the pupil reading the novel dealing with Vicksburg give a description of citizen life during the bombardment. Use this report as the basis for a discussion of the life of civilians in areas of fighting.	Miers, Guns of Vicksburg.
150. Show the film: These Honored Dead. This shows the problems and actions of the Negro (review) as well as war against the civilian heart of the country. Have pupils look at this film to find out what problems civilians in the South had during the war.	Film: These Honored Dead, NBC.
151. Read aloud the description of cave living in Vicksburg. Discuss the feelings of the civilians.	Brown, Human Side of American History, pp. 168-170.

G. Wars have a serious impact upon both soldiers and civilians.	
S. Listens for main ideas and for details.	2. Lack of medicine and necessities of life were often suffered in the South.
G. Prices are affected by supply and demand. (Other things being equal, the price of a good rises when the good is in short supply as compared to the demand for the good.)	3. Prices rose in both North and South during the war, as goods and food went to the war effort. a. Prices in the North rose; even though there was some wage increase, wages did not keep up with prices. b. Prices rose more in the South than in the North, because of the blockade, lack of industry, etc., even though blockade runners did occasionally bring in luxuries. c. The South printed more paper money than the North did during the war; this caused prices to rise.
S. Applies previously-learned concepts and generalizations to new data. S. Listens for main ideas and for details.	

152. Read aloud or have pupils read descriptions of life in the South written by people in the South during the war. Discuss: What do these accounts show about the effects of war on the civilian population?	Werstein, The Many Faces of the Civil War, pp. 82-110. Flato, Golden Book of the Civil War, pp. 165-167. Sobol, Civil War Sampler, pp. 94-97. Botkin, A Civil War Treasury of Tales, Legends and Folklore. Commager, The Blue and the Gray.
153. Read aloud a short account of life in Richmond during the war. Ask: What does this account show about life of civilians living in cities in the South during the war? Why were things scarce? Why were prices so high? Do you think these conditions would be found in other Southern cities or was Richmond an exception? In Northern cities? Why or why not?	Brown, The Human Side of American History, pp. 149-153.
154. Discuss: What kinds of things did industry produce for the war effort. What advantages would Northern industry have over Southern industry? Why? What effect might this have on the people running the industry? On people working in factories?	
Read to the class a short article about prices in the North and problems which these prices created for the people. From whom did the government buy supplies? Why would prices for	Brown, The Human Side of American History, pp. 168-170.

G. Prices are affected by supply and demand. (Other things being equal, the price of a good rises when the good is in short supply as compared to the demand for the good.)	
G. Wars have a serious impact upon both soldiers and civilians.	4. Family units in both North and South were affected due to the absence of members serving in the military and death of friends and relatives in the war. Manpower for labor was even shorter in the South than the North due to the percentage of its total white male population in the war.
S. Is able to empathize with others, seeing things through their eyes, whether he accepts their viewpoint or sympathizes with them or not.	
G. Wars have a serious impact upon both soldiers and civilians.	
S. Generalizes from data.	

the average person tend to go up during the war? Were the people in the North faced with as many shortages as people in the South? Why or why not?

155. Discuss the effects on a family when a member of it is missing. What differences does the absence of the head of the family have on the family? What worries are there when a loved one is off to war? What was the percentage of soldiers in the war on each side as compared to the entire population? What does this show about the number of families affected by the war?

Give examples of families that were split by working or supporting opposite sides of the war. How would you feel if you were actually fighting, in theory at least if not actually face to face in the same battle, against members of your own family?

156. Some of the novels read by the students for the unit show home life in the North and South during the war. Have pupils who are reading them give a short summary of the conditions portrayed in their books.

157. Have pupils draw pictures illustrating some of the problems of: (a) civilians living in the South during the war, and (b) people living in the North.

Have the class examine the pictures for the main ideas portrayed and for similarities and differences.

S. Checks on the accuracy of information and decides how much faith to put in the source.

S. Checks on the bias and competency of witnesses and authors.

S. Generalizes from data.

S. Applies previously-learned concepts and generalizations to new data.

G. Culture is learned, not inborn.

VI. The war did restore the union but many problems existed, especially for the Negro.

A. The Negro often had difficulty adjusting to his free condition, and his actions often perpetuated the "Sambo" stereotype leading to action for white supremacy in the

158. Discuss: Are the conditions and problems of civilians that have been discussed for the Civil War period typical ones or exceptional ones? What people were probably affected the least by the war? Which would you expect to find more written about--usual circumstances or unusual ones? Why? What types of people do you think would write accounts concerning their life during the war? Why?

Also discuss: How are civilians in the United States affected by the war in Viet Nam? How are civilians of Viet Nam affected? Are many of the same problems occurring now that occurred during the Civil War? Which ones are different? Why? (war was fought on American soil, only Americans involved, more industrialization, etc.)

159. Discuss the similarities and differences between the problems facing white civilians during the war and problems that they studied earlier in the unit of the Negro during the war. Ask: Which group had the harder time? Why? (Answers will vary, because men from white families often were more involved in the actual fighting, homes were lost, etc. while the Negro did not actually own his own home. The whites were used to more luxuries before the war than the Negro, so they might feel shortages more, etc.). This activity is important, as it can be used as a transition to the last part of the unit, the Negro after the war.

160. Have pupils pretend they are a freed Negro at the end of the Civil War (either one who fled to the Union camps or one who had stayed on the plantation until the end of the war). Have them write essays in which they explain what they would and could do. Where would they go? What work, if any, could they do? What would they use for money? How might they feel now that the war was actually ended and the amendment to the Constitution had freed all the slaves? Make a class list

G. Freedom is culturally-determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them, etc.

G. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.

G. Whenever things valued by a society are scarce, there will be differential access to and control of these valued and scarce things by sub-groups within the society.

S. Sets up hypotheses.

G. People frequently base their actions upon a stereotype or a generalized picture which assigns to all members of a group a set of characteristics which are true for only some of them.

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

G. That which is learned in early childhood tends to be most resistant to change.

South and acceptance of discrimination by many Northerners. Some Negroes did successfully adjust to the changed conditions.

from these essays, of the actions the pupils describe. What seemed, then, to be the major problems facing the Negro at the end of the war?

161. In a review discussion recall the characteristics attributed to the Negro by the "Sambo" stereotype. Ask: Do you think this stereotype would give the Negro any trouble now that he is a freedman? What problems arose for Negroes during the war because of this stereotype? Would these problems or ones of this type continue after the war? Why or why not?

Divide the class into groups to study the following topics: Sharecropping, Black Codes, Ku Klux Klan, and the Freedman's Bureau. Using texts, reference books and source books have the students gather information on these topics and then write and later present an appropriate interview type skit to give the major points they have found. (For instance: an interview with a sharecropper and then with the land owner; an interview with a member of the Ku Klux Klan and with someone who had a

S. Tests hypotheses against data.

G. Culture is learned, not inborn.

G. Freedom is culturally-determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them, etc.

G. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.

G. Whenever things valued by a society are scarce, there will be differential access to and control of these valued and scarce things by sub-groups within the society.

G. People frequently base their actions upon a stereotype or generalized picture which assigns to all members of a group a set of characteristics which are true for only some of them.

1. Many Negroes left the plantations or had already left as "contraband" or as free under the Emancipation Proclamation before the end of the war.

2. At first the Negro moved about a great deal, perhaps testing his freedom.

3. Generally, the Freedmen had no money or land at the end of the war.

   a. Because of lack of training in handling their own economy, the freedmen often found it difficult, if not impossible, to become one-family farmers.

visit from the Klan.) These skits should be presented at the appropriate places in the discussion of Reconstruction problems (See procedures # 164, 165, 170, 171.)

162. Have pupils read accounts of some of the actions and problems of the freedmen during the period following the Civil War. How do these compare with the essays they had written? What seemed to be the Negroes' major problems? How would the white population be likely to react to some of the actions of the Negroes? Why did the Negroes react the way they did?

Botkin, ed., Lay My Burden Down, pp. 221-225, 227, 229-230, 236-23 240-241, 246-247.
"Questions on Readings."

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

G. That which is learned in early childhood tends to be most resistant to change.

G. Whenever things valued by a society are scarce, there will be differential access to and control of these scarce valued things by sub-groups within the society.

S. Is able to empathize with others.

G. Culture is learned, not inborn.

G. Freedom is culturally-determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them, etc.

G. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.

b. Southern whites had land but little money. Negroes found the only job open to them was doing labor on a plantation on a sharecropping system.

4. Most Negroes lacked education and, even though the Freedman's Bureau provided relief and some education, for the most part educational opportunities were not opened for the Negro in the South.

163. Read aloud the account of the letter asking the slave to return to his old master. Why did some slaves, now freedmen, return or stay with their old masters after they were free? Why did others leave? What does this account show about the feelings that might exist on the part of the former slaves?	Meltzer, In Their Own Words, Vol. 2.
164. Have a group of pupils read accounts of the Freedman's Bureau and the problems it encountered. How was it accepted in the South? How did some of the workers for the Freedman's Bureau feel toward the Negro? Why? Read aloud several short accounts of the Negro and his relation to the Freedman's Bureau found in Lay My Burden Down. Ask: Was such an organization necessary? Did it really seem to help the Negro? Do you think such organizations did enough to help the Negro solve the problems he faced with freedom? Why or why not?	Meltzer, In Their Own Words, Vol. 2., pp. 43-45. Reddick and McCarthy, Worth Fighting For, pp. 81-84. Botkin, Lay My Burden Down.

G. Whenever things valued by a society are scarce, there will be differential access to and control of these valued and scarce things by sub-groups within the society.

G. People frequently base their actions upon a stereotype or a generalized picture which assigns to all members of a group a set of characteristics which are true for only some of them.

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

G. That which is learned in early childhood tends to be most resistant to change.

G. Groups may engage in conflict; one group may try to dominate another in order to take something from it such as its labor or wealth.

G. People try to work out rationalizations for behavior which is inconsistent with their basic values; racism is a relatively recent development which has served as a rationalization for discrimination against other races.

5. Because of the Negro's problems in adjusting to freedom and the old "Sambo" stereotype, the South, as soon as possible, worked to establish White supremacy.

   a. Black codes were passed that did give the Negro some rights such as property ownership; they also placed him under a number of restrictions concerning contracts to stay in one place for a year, harsh penalties for vagrancy, restrictions on carrying of weapons, etc.

   b. Terror groups such as the Ku Klux Klan arose to "keep the Negro in his place" or in an inferior position.

165. Have several pupils make a picture chart illustrating the basic idea of a number of the black codes that were passed after the war. Have them explain the chart. Discuss: Why did the South pass codes like these? Did any of them help the Negro? What do they show about the problems existing in the South now that the Negro was no longer a slave?

Read aloud some of the provisions of the black codes. Ask: Do you feel these codes were fair? Necessary? Why? Was the Southerner right in feeling he needed codes like this? How do they compare to the regulations you studied earlier controlling the slaves? Would the actions of some of the freedmen after the war in the South be the only thing that led to the black codes? What might be some other reasons? How would you feel about these codes if you were a freedman? a Southerner? a Northerner? Why? How would the provisions affect the "Sambo" stereotype?

G. Frustration and self-doubts may lead to apathy.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

S. Is able to empathize with others, seeing things through their eyes, whether he accepts their viewpoint or sympathizes with them or not.

A. BELIEVES IN EQUALITY OF OPPORTUNITY FOR ALL.

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

S. Generalizes from data.

G. Culture is learned, not inborn.

G. Freedom is culturally-determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them, etc.

G. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.

6. Basically the Negro received little long-range help in adjusting to his "free" place in society. Many Northerners expected him to adjust almost immediately simply because he was free. When he did not, Northerners often continued to accept or come to accept the "Sambo" stereotype and looked on the Negro as inferior, although some of them continued to work for the welfare of the Negroes.

166. Read aloud a few of the expectations which Northerners had about the free Negro in the Port Royal experiment. Discuss: Were these realistic or not? Why? Would this type of expectation have anything to do with Northern attitudes toward the Negro after the war, especially if he did not fulfill them?

Meltzer, In Their Own Words, Vol. 2.
Stampp, The Era of Reconstruction.
Woodward, The Strange Career of Jim Crow.

G. Whenever things valued by a society are scarce, there will be differential access to and control of these valued and scarce things by sub-groups within the society.

G. People frequently base their actions upon a stereotype or a generalized picture which assigns to all members of a group a set of characteristics which are true for only some of them.

G. People frequently base their actions upon a stereotype or a generalized picture which assigns to all members of a group a set of characteristics which are true for only some of them.

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

G. That which is learned in early childhood tends to be most resistant to change.

G. Groups may engage in conflict; one group may try to dominate another in order to take something from it such as its labor or wealth.

G. People try to work out rationalizations for behavior which is inconsistent with their basic values; racism is a relatively

7. The Negro found social discrimination, especially from the poor whites in the South; he was still looked upon as irresponsible, etc.

167. Look again at the stereotype built up by the South of the Negro slave. Which of these characteristics seemed to be reinforced by some of the Negroes' reactions to freedom. With this in mind, what position would Southerners try to make the Negro take? (inferior). How could the South control the Negro? (fear, keeping him from becoming educated, keeping him from becoming well off financially or independent and successful farmers, keeping him out of politics, etc.) How would such treatment affect the likelihood of the Negro changing his behavior?

recent development which has served as a rationalization for discrimination against other races.

G. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural values and norms.

G. Groups may engage in conflict; one group may try to dominate another in order to take something from it such as its labor or wealth.

G. People try to work out rationalizations for behavior which is inconsistent with their basic values; racism is a relatively recent development which has served as a rationalization for discrimination against other races.

G. Social control is enforced by social sanctions, formal and informal.

8. Many Negroes lacked the money to leave the South; those managing to move North found discrimination waiting for them due to fear of the whites of job competition from Negroes.

168. Discuss the term "white supremacy." Ask: What do you think this phrase means? What did the Southerner feel this meant? Why might poor whites in the South be as much in favor of the idea as former slave owners? (Recall previous discussions on social position in the South and possible Negro competition--economically and socially -- now that he was free.)

Have pupils list ways in which a person might be forced to take an inferior position. What can be done to make a person act in a certain way? What rights do you feel a citizen of the United States has? Would you allow someone you feel is not as good as you are to have all of these rights? Why or why not? If, by using many means, you managed to keep someone poorer, less educated, less independent, afraid of you, etc., what could you use his actions to help you "prove?" (In comparing him to you, you might try to point out that he really is inferior.)

Meltzer, In Their Own Words, Vol. 2,
pp. 135 - 146.

A. VALUES HUMAN DIGNITY.

A. IS SENSITIVE TO THE FEELINGS OF OTHERS.

G. Non-government groups may be enemies of freedom and may deprive the individual of options, just as surely as government may.

S. Compares different sources of information.

G. The contrast between democratic and undemocratic political systems may be looked at as a conflict in basic underlying values.

G. Non-government groups may be enemies of freedom and may deprive the individual of options, just as surely as government may.

S. Applies previously-learned concepts and generalizations to new data.

G. Groups may engage in conflict; one group may try to dominate another in order to take something from it, such as its labor or wealth.

169. Have pupils read the Negroes' accounts of the Ku Klux Klan. Discuss the Negroes' reactions. What seemed to be the major purpose of this organization? What methods did they use? Why didn't the Southern governments stop them? How do their actions fit the idea of "white supremacy?"

Botkin, ed. Lay My Burden Down

"Study Questions on Readings."

170. Have the group which has been preparing a skit on the Ku Klux Klan present it to the class. Compare what they have to say with the Negroes' accounts of the Ku Klux Klan. Ask: How can an organization like this exist in our United States? Why didn't the Northerners see that it was stopped? (It should be pointed out that laws were passed on this point.) What do you know about the Ku Klux Klan today? Is it similar to or very different from the Klan which existed after the Civil War?

171. One of two of the accounts which pupils read previously mentioned sharecropping. Ask: How did sharecropping work? Have the group skit on sharecropping presented at this time. The teacher can enlarge on the idea of how the system was set up as opposed to how it was carried out in practice. What seemed to be the real problems of the individual doing the work on the sharecropping

G. Whenever things valued by a society are scarce, there will be differential access to and control of these scarce and valued things by sub-groups within the society.

G. Freedom is culturally-determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them, etc.

S. Culture is learned, not inborn.

A. BELIEVES THAT PEOPLE OF DIFFERENT INTERESTS, ABILITIES, AND BACKGROUND CAN CONTRIBUTE TO AMERICAN SOCIETY.

A. BELIEVES IN EQUALITY OF OPPORTUNITY FOR ALL.

G. Non-governmental groups may be enemies of freedom and may deprive the individual of options, just as surely as government may.

9. The Negro attained a brief role in politics but in no sense controlled politics. This brought on additional reactions against him in the South.

system? Why was he in debt much of the time? Why didn't the Negro sharecropper simply leave? Why did he agree to an arrangement like this in the first place? (Bring in a discussion of the jobs that were available to the Negro. What else could he do?)

Ask: Do you think many Negroes in the South could successfully operate a family farm after the Civil War? What problems would they have, even if they did manage to get the land? How much did they really know about all steps in production and selling of a crop? How much experience had many of them had concerning money (buying and selling)? Would they always spend the money they did make wisely? Why or why not?

172. Have a pupil look up in reference books the part the Negro played in politics following the Civil War. He should report his finding to the class. In a post-discussion, ask: Why did Southern whites object to the Negro playing an active part in politics? How could the South keep the Negro from taking part in politics? (passing laws that would make it almost impossible to have the Negro qualify.) Some of these ways can be explained by the teacher in an informal lecture.

Meltzer, In Their Own Words, Vol. 2, pp. 20-23, 38-42.
Johnston, Living Together in America, pp. 108-116.

G. Groups may engage in conflict; one group may try to dominate another in order to take something from it such as its labor and wealth.	
G. Frustration may result in aggression (physical or non-physical).	
G. Not all members of any group are exactly alike.	10. Some Negroes did adjust to their "free" condition through skill at crafts, education, and use of special talents or through the ability to conform to white standards.
A. BELIEVES THAT PEOPLE OF DIFFERENT INTERESTS, ABILITIES, AND BACKGROUND CAN CONTRIBUTE TO AMERICAN SOCIETY.	
A. BELIEVES IN EQUALITY OF OPPORTUNITY FOR ALL.	
G. Culture is learned, not inborn.	
G. Freedom is culturally determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them, etc.	
G. Although culture is always changing, certain parts or elements may persist over long periods of time.	B. The Negro has continued to face many problems due to segregation patterns and contemporary stereotypes.

173. Have pupils read accounts of Negroes who achieved success (such as Booker T. Washington, Washington Carver, Frederick Douglas, etc.). Ask: How did these Negroes differ from the Negroes who did not adjust well to freedom? What seemed to be the important ingredients needed to gain some measure of acceptance? (education, trade training, special talents, etc.)	Hughes, Famous American Negroes, pp. 45-144. Meltzer, In Their Own Words, Vol. 2, pp. 46-52, 118-122. Sterling, Captain of the Planter, (last section). Biographies of George Washington Carver, Booker T. Washington, Frederick Douglas, etc. Brawley, Negro Builders and Heroes.
174. Introduce the term Jim Crowism to the class and in a short simplified lecture explain its meaning. Have pupils read accounts giving examples of Jim Crowism in action. Ask: Do you think the "segregation" of Negroes from whites started	Sterne, Marian Anderson, Sterne, I Have a Dream, Meltzer, In Their Own Words, Vol. 2, Bowen; The Struggle Within; Goldman, Civil Rights; Van Woodward, Strange Cries of Jim Crow. "Questions on Readings."

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

G. People frequently base their actions upon a stereotype or a generalized picture which assigns to all members of a group a set of characteristics which are true for only some of them.

G. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural values and norms.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. People direct expectations (organized into roles) toward both children and other adults. They reinforce these expectations with positive and negative sanctions.

1. Jim Crow laws set up segregation in use of facilities, etc.

2. Separate education of the Negroes, especially in the South, has often resulted in the Negro receiving inferior or little or no education or training.

3. Economic pressures and non-acceptance in well-paying jobs has often led the Negro to remain in an inferior economic state.

4. As the Negro continued to face social, political, and economic discrimination,he reacted in many unfavorable ways that continued to build up the stereotype that he is inferior, irresponsible, prone to crime, lazy, etc.

immediately after the war? When do you think it may have started? Why? Why would the Negro face so much segregation in so many areas? Recall the "Sambo" stereotype. Ask: If the Negro were segregated socially, economically, and politically from the whites, what would his actions be likely to help prove to the Southerner? (the stereotype.)

175. Have a bulletin board committee put up pictures or draw illustrations of the Negro and his life after the Civil War. This can be compared to the life of the Negro at the present time. Discuss:What aspects do you feel have changed? Which have stayed almost the same? Which are undergoing some change at the present time?

176. Ask: Have you ever heard the present day Negro described by stereotypes similar to the "Sambo" one you have studied? Why do Negroes sometimes still show these characteristics? Point out what they have been studying about segregation, lack of opportunities for the majority of the Negroes, etc. Compare this stereotype to the one many

G. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural values and norms.

G. The easier it is to distinguish a minority group by some physical characteristic, the harder it is for that group to gain full acceptance by the wider society and to move out of one social class into a higher one.

S. Generalizes from data.

A. BELIEVES IN EQUALITY OF OPPORTUNITY FOR ALL.

A. TREATS PEOPLE AS INDIVIDUALS, NOT AS MEMBERS OF A PARTICULAR GROUP.

5. There is a similarity between the stereotype of the Negro and that of the Indian in our present society.

people hold concerning the Indians, whom the class studied previously or concerning early immigrants such as the Irish. Discuss: Why is it more difficult for Negroes to get rid of the stereotype and discrimination than it was for other minority groups?

177. Review again with the class the white middle class values that existed and in fact still exist in the United States. What chance did the Negro have to develop these traits under slavery? What hindered him or what difficulties did he face in developing these traits once he was a freedman? (lack of planning for himself while under slavery, usually lack of land or money, non-acceptance in certain types of employment, lack of experience in providing for himself, etc.) Ask: As the Negro faced problems, was there anything specific done to really help him develop these traits? Why was little done? (Southern stereotype that he was inferior, idea of white supremacy, Northern expectations that a great deal of aid was not needed and therefore when many Negroes did not adjust to freedom they lost interest.) Does the Negro or has he until recently had much of a chance to develop these traits? (Existence of segregation, prejudice, and a similar stereotype.)

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Key to Reading Level

* easier reading
** average
*** above average
**** difficult

Those which are really needed or desirable to have in the classroom to illustrate various points of the unit.

* Hughes, Langston and Milton Meltzer. A Pictorial History of the Negro in America. New York: Crown Publishers, 1956. (Excellent illustrations on most of the major topics covered.)

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II. Biographies for Section on Slavery and Post-Slavery Problems

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**** Fuller, Edmund. A Star Pointed North. New York: Harper, 1946. (Frederick Douglas was a slave who could not be "broken," no matter how cruelly he was treated. He escaped to the North along the Underground Railroad and spent the rest of his life working with anti-slavery groups in the U.S. and Europe. This book gives more of the problems of treatment in the North, than the one above.)

** Graham, Shirley. Booker T. Washington. New York: Messner. (This book shows his hardships and desire for education.)

** Harlow, Alvin F. Joel Chandler Harris, Plantation Storyteller. New York: Messner, 1941. (Joel Chandler Harris was the author of the Uncle Remus stories. In this book you learn how his associations with others influenced this newspaper printer to write the Uncle Remus stories. Gives explanations of the beliefs and superstitutions of the Negroes.)

* Nolan, Jeannette Covert. John Brown. New York: Messner, 1950. (This book tells of John Brown's ideas and his attempts to free the Negroes. Pages 144-161 describe the attack and surrender at Harper's Ferry and could be read aloud.)

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* Kantor, MacKinlay. Lee and Grant at Appomattox. New York: Random House, 1950. (Lee realized that the only honorable and wisest thing for him to do was to surrender. He accepted Grant's invitation to meet him and draw up the surrender papers. The book also deals with the sale of McLeod's furniture after the surrender.)

** Miers, Earl Schenck. Billy Yank and Johnny Reb--How They Fought and Made Up. Chicago: Rand-McNally, 1959. (Shows the contrast between northern and southern views, the election of 1860, riots in the North, the blockade, and major campaigns.)

*** Miers, Earl Schenck, ed. When the War Ended--The Diary of Emma LeConte. New York: Oxford Univ. Press, 1957. (Emma was the daughter of Joseph LeConte, who taught chemistry at South Carolina College in Columbia. The part of her diary included here, covers the time from Dec. 31, 1864 until Aug. 10, 1865. She expresses the southerners' opinion of Sherman's march and his men's actions, their hatred of the North, and their utter despair after the surrender of the South.)

* Munnes, James. A Short Illustrated History of the United States. New York: Grossett and Dunlap, 1965.

** Palmer, Bruce. First Bull Run. New York: Macmillan, 1965. (Covers the period from the secession of the South. It includes the reactions to Ft. Sumter, increasing patriotism and the role of newspapers, plans for war, Lincoln's role, etc. The battle itself is covered in detail as are the reactions in North and South.)

* Pratt, Fletcher. The Civil War. Garden City: Garden City Books, 1955. (This book contains all the major campaigns grouped by year.)

* Pratt, Fletcher. The Monitor and the Merrimac and other Naval Battles. New York: Random House. (This book contains the life of John Ericson, early ironclads, improved inventions, naval encounters and why the South was finally defeated on the seas.)

** Reeder, Col. Red. The Story of the Civil War. New York: Duell, Sloan and Pearce, 1958. (This book covers the period from the firing at Ft. Sumter. It deals with the strategy, problems of the major campaigns, the Emancipation Proclamation, copperheads in the North, prisons, Sherman's March, the Andrews Raid, and "contraband.")

**** Robertson, Constance. The Golden Circle. New York: Random House, 1951. (Copperheads and Golden Circle members were Northerners who wanted to bring the Civil War to a close and restore the "Union as it was"--part free and part slave. They aided the South in making raids on the North and helped Confederate prisoners escape. (Only for very advanced students or for reading sections aloud to the class.)

** Shapiro, Irwin (adapted by). The Golden Book of America. New York: Simon and Schuster, 1954. (This book contains an excellent illustrated section on the Civil War.)

** Sobol, Donald J. A Civil War Sampler. New York: Watts, 1961. (Difficulty varies with the topics. Source readings concerning speeches, communications, etc.)

** Sobol, Donald J. Two Flags Flying. New York: Platt and Munt Pub., 1960. (Includes short biographies of leaders in the war and short sections on almost every phase of the war.)

**** Strong, Robert Hale. A Yankee Private's Civil War. Chicago: Henry Regnery, 1961. (This book includes source descriptions of fighting, hospitals, Sherman's March, etc.)

** Werstein, Irving. The Many Faces of the Civil War. New York: Messner, 1961. (This book contains short sections of all major phases of the war, weapons, tactics, and life behind the lines.)

*** Wiley, Bell Irvine. Southern Negroes, 1861-1865. New Haven: Yale Univ. Press, 1938. (Selections mentioned in unit are not too difficult.)

*** Winther, O. O., ed. With Sherman to the Sea; The Civil War Letters, Diaries, and Reminiscences of Theodore F. Upson. Bloomington: Indiana Univ. Press, 1958. (These are real papers written during the Civil War. Selected entries could be read aloud to illustrate conditions of camp life and soldiers' feelings.)

Biographies on the Civil War.

** Boyleston, Helen. Clara Barton--Founder of the American Red Cross. New York: Random House, 1955.

** Carter, Hodding. Robert E. Lee and the Road to Honor. New York: Random House, 1955. (The story of Lee's life from birth to death, including such items as that Lee disliked slavery.)

*** Commager, Henry, et. al. America's Rob[illegible] E. Lee. Boston: Houghton Mifflin, 1951. ([illegible] documentary account of Lee's life with the most space given to Lee's childhood and military career.)

*** Daniels, Jonathon. Mosby: Gray Ghost of the Confederacy. Philadelphia: Lippincott, 1959.

** Daniels, J. Robert E. Lee. Boston: Houghton Mifflin, 1960.

* Daniels, Jonathon. Stonewall Jackson. New York: Messner. (Interesting account of Jackson's life and military career.)

*** Green, Margaret. President of the Confederacy--Jefferson Davis. New York: Messner. (Starting with p. 84, this book goes into Davis' view of the election, his conduct of the war and southern reactions and conditions.)

** Guy, Anne Welsh. John Mosby--Rebel Raider of the Civil War. New York: Abelard-Schuman, 1965. (Much easier description than the book above on Mosby. Shows the role of guerillas in the Civil War.)

** Hoehling, Mary Duprey. Girl Soldier and Spy--Sarah Emma Edmundson. New York: Messner. (A Confederate girl's part in the Civil War.)

** Hoehling, Mary Duprey. Thaddeus Lowe--America's One Man Air Corp. New York: Messner, 1958. (The last section deals with the use of observation balloons for the Union.)

** Judson, Clara Ingram. Abraham Lincoln--Friend of the People. Chicago: Follett, 1950. (This book follows the life of Lincoln from age four on the Knob Creek farm until his death.)

* Kay, Helen. Lincoln: A Big Man. New York: Hastings House, 1958. (This book is especially suitable for immature, poor-reading sixth graders. There are many amusing anecdotes about Lincoln's life in Springfield.)

** Kelly, Regina Z. Lincoln and Douglas, the Years of Decision. New York: Random House, 1954. (This book relates incidents in the lives of Lincoln and Douglas which influenced each man to develop his own ideas about government and slavery. It ends at Lincoln's election to the presidency. Parts might be used in class to explain the why of these men's actions or feelings.)

* Latham, Jean L. Man of the Monitor, The Story of John Ericson. New York: Harper, 1962. (The problems John Ericson had with all his inventions and the story of the Monitor. The chapter on the battle between the Merrimac and Monitor could be read aloud to the class.)

*** LeSuer, Meridel. The River Road: A Story of Abraham Lincoln. New York: Knopf, 1954. (This is the story of Lincoln's trip on the raft down the Mississippi River to New Orleans where he saw his first slave auction. Much of the story is devoted to Lincoln's inner feelings.)

* Long, Laura. David Farragut: Boy Midshipman. Indianapolis: Bobbs-Merrill. (David Farragut had many unusual experiences after he was commissioned in the U.S. This book also deals with his part in the Battle of New Orleans during the Civil War.)

** McConnell, Jane T. Cornelia--The Story of a Civil War Nurse. New York: Crowell. (A biography of Cornelia Hancock. It describes the problems of the wounded, Gettysburg, "contraband" and problems, educ. and conditions of the freed Negroes and her work with the Freedman's Bureau.)

** McGriffin, Lee. Swords, Stars and Bars. New York: Dutton, 1958. (This book includes short descriptions and stories on Mosby, Forrest, Hampton, Morgan, Stuart, Shelby.)

*** McNeer, Mary. America's Abraham Lincoln. Boston: Houghton Mifflin. (A good section on Lincoln and the War.)

** Miers, Earl Schenck. Abraham Lincoln in Peace and War. New York: American Heritage Pub. Co., 1964. (This book includes Lincoln's early political background, differences in the North over slavery, the election of 1860, and Lincoln's problems and decisions during the war.)

*** Nolan, Jeanette Cover. Spy for the Confederacy. New York: Messner, 1960. (This is the true story of Rose O'Neal Greenhow, a southern woman who moved to Washington, D.C. before the Civil War but remained loyal to the South. She became the leader of the spies for the Confederacy in Washington.)

* North, Sterling. Abe Lincoln--Log Cabin to White House. New York: Random House, 1956. (Lincoln's entire life is presented in this book. North presents a very honest picture of Lincoln, even including some uncomplimentary facts.)

**** Paulmier, Hilah, ed. Abe Lincoln: An Anthology. New York: Knopf, 1953. (This is a collection of articles or stories by Lincoln and about Lincoln. These excerpts taken from Lincoln's papers and books or from articles about Lincoln are arranged in chronological order--from his youth until after his death. They portray the character of Lincoln. The collection of Lincoln quotations on pages 290-298 are especially interesting.)

* Rose, Mary Catherine. Clara Barton,Sister of Mercy. Champaign: Garrard, 1960. (Clara Barton went onto the battlefields to help the wounded soldiers. Very easy reading level.)

* Reeder, Col. Red. Sheridan--The General Who Wasn't Afraid to Take a Chance. New York: Duell, Sloan and Pearce, 1962. (The exciting experiences of General Sheridan from the time of his application to enter West Point until the end of the War.)

*** Sims, Lydel. Thaddeus Lowe: Uncle Sam's First Airman. New York: Putnam, 1964. (An excellent section on his participation in the Civil War and communications with Lincoln.)

**** Thomas, Henry. Ulysses S. Grant. New York: Putnam, 1961. (The complete story of Grant's life, military and civilian, from a very sympathetic angle.)

VI. Fiction on the Civil War.

** Allen, Merritt Parmelee. Blow, Bugles, Blow. New York: Longmans, Green, 1956. (When Rickert O'Shay enlisted in the Union Army, he was assigned to the cavalry because of his love for horses. His part in the war, as told here, is fictitious but the struggle of the cavalry from 1863-1865 are historically correct. This picture portrays vividly the discomforts, horrors, fears, etc. of army life.)

* Allen, Lorenzo. Fifer for the Union. New York: Morrow, 1964. (Twelve-year-old Len lied about his age when he enlisted in the Union army and was accepted in the fife and drum corps. A good description of what a soldier's life was like in 1861.)

** Allen, Merritt Parmelee. The White Father. New York: Longmans, Green, 1944. (The story of a boy who rides with Morgan as a part of the Confederate army and has his courage finally recognized by his grandfather.)

* Anderson, Betty Baxter. Powder Monkey. Greenwich: N. Y. Graphic Society Publisher, Ltd., 1962. (Fourteen-year-old Joe Roberts left "free" Illinois to find his brother in a "slave" Vicksburg. On the way he saw the first battle on

the Mississippi River and, by chance, became a "powder monkey" on a Union ship. Later he took part in the siege of Vicksburg. A good description of the conditions in Vicksburg during the siege.)

** Ashley, Robert. Rebel Raiders--Story of the St. Albans Raid. Philadelphia: Winston, 1956. (This book deals with the Northernmost point of the war--prison breaks, and blockade running.)

* Ashley, Robert. The Stolen Train--A Story of the Andrews Raiders. Philadelphia: Winston, 1953. (This is the real story of how disguised Union soldiers went deep into Confederate territory to destroy the important railroad line from Atlanta to Chattanooga. Preventing the South from transporting men and supplies was another method used by the North to reduce the fighting power of the South.)

** Burchard, Peter. North by Night. New York: Coward-McCann, 1962. (A young boy in the Union army participates at Ft. Wagner and is captured. A rather idealistic description of prison life although other prisons are described more realistically. The book describes his escape and the role of some mountain people in the South who were sympathetic to the North.)

** Burchard, Peter. Jed, The Story of a Yankee Soldier and a Southern Boy. New York: Coward-McCann, 1960. (Just after the battle at Shiloh, sixteen-year-old Jed from Wisconsin found a small Southern boy with a broken leg. This book gives a good description of camp life.)

*** Catton, Bruce. Banners at Shenandoah. New York: Doubleday, 1955. (The story of Sheridan's cavalry and its part in the Civil War.)

** Daringer, H. F. Mary Montgomery. Rebel. New York: Harcourt, Brace, 1948. (Life in the South before, during, and after the Civil War. Good account of change and attitudes.)

** Dick, Trella Lamson. Island on the Border. New York: Abelard Schuman, 1963. (This book shows North and South divisions in Missouri, a border state. It also gives some insight into slavery, the Underground Railroad even during the War, and raiders and their actions. Oregon's involvement in the Civil War is brought out by one of the characters, a soldier who volunteered in Oregon.)

** Edmond, Walter D. Cadmus Henry. New York: Dodd, Mead, 1949. (Cadmus Henry volunteered for service in the Confederate Army. His first assignment was copying reports. He changed an order and had himself transferred as a scout--in a balloon over the battlefield.)

** Epstein, Samuel and Beryl. Andrews Raid or the Great Locomotive Chase. New York: Coward-McCann, 1956. (A union attack on southern transportation.)

**** Fenner, Phyllis R. Brother Against Brother. New York: Morrow, 1957. (Most of the short stories contain more mature ideas but the chapter on Cadmus Henry is less difficult and is simply an excerpt from the book Cadmus Henry.)

** Fisher, Aileen. Homestead of the Free. New York: Alladin Books, 1953. (The story about the son of an anti-slavery man in Kansas, the idea of free territory, border ruffians, Beechers Bibles, and the reactions of anti-slavery elements against extreme abolitionists. Really a forerunner of what was to come in the Civil War.)

** Hinkins, Virginia. Stonewall's Courier. New York: McGraw Hill, 1959. (A sixteen-year-old boy becomes a courier. This story shows the dangers of a courier, his reactions to battle, and foraging. It also gives some insight into Jackson and Stuart and their role in the war.)

* Kantor, McKinlay. Gettysburg. New York: Random House, 1952. (In the summer of 1863 the people of Gettysburg saw two armies take position for a battle there. This book covers the time from the approach of the armies until the dedication of the cemetery. The reactions of the townspeople to the approaching battle are especially interesting.)

*** Keith, Harold. Rifles for Watie. New York: Crowell, 1957. (This book deals with the war in the west and centers in Kansas. A good picture of life during the war and differences in opinion concerning the war.)

** Knox, Rose B. Gray Caps. Garden City: Doubleday, Doran, 1944. (Excellent on southern reasons for the war and southern army life.)

** Meader, Stephen W. The Muddy Road to Glory. New York: Harcourt, Brace and World, 1963. (This book is excellent in showing conditions of the northern soldier, types of manuevering, prison conditions (Belle Island) foraging, the Wilderness campaign, lack of supplies, and mining attempts.)

** Meader, Stephen W. Phantom of the Blockade. New York: Harcourt, Brace and World, 1962. (Excellent on southern strikes against the blockade, reasons, dangers, and southern view of the blockade.)

** McGiffin, Lee. Rebel Rider. New York: Dutton, 1959. (Fourteen-year-old Ben Fane ran away from his home in Alabama to join his brother, a scout for Wade Hampton. This book describes the life of a Confederate soldier.)

*** Norton, Andre. Ride Proud, Rebel. New York: World, 1961. (This book pictures the war from the southern point of view as a part of Morgan's raiders. It shows army life of the Confederate bushwackers and fighting conditions. Very good story and account.)

** Sherrifs, Gordon D. The Grey Sea Raiders. New York: Chilton, 1961. (Excellent book dealing with the blockade runners--the blockade itself, securing ships built in England, harassment of shipping on the high seas, problems of Confederate sailors, and the southern point of view concerning the war and the blockade.)

** Miers, Earl Schenck. The Guns of Vicksburg. New York: Putnam's Sons, 1957. (Excellent view of Grant's and Sherman's personalities, types of charges, tactics in taking Vicksburg, and life in Vicksburg.)

*** Sherrifs, Gordon G. Rebel Trumpet. Philadelphia: Westminister Press. (This book covers the war in the Southwest.)

*** Singmaster, Elsie. Swords of Steel. Boston: Houghton, 1933. (Life in Gettysburg before the battle. This shows some reactions to Lincoln, slave catchers, the Underground Railroad, and John Brown. A good description of the civilian's reaction to the battle. This is a good adventure story of a young boy in Gettysburg.)

* Werstein, Irving. Civil War Sailor. Garden City: Doubleday, 1962. (Bill Harper is a stowaway on the Union Navy's Monitor. He is there during the famous battle between the Merrimac and Monitor. The battle is described by someone on one of the boats instead of by someone on land, as is usually done.)

** Wibberley, Leonard. The Wound of Peter Wayne. New York: Ariel Books, 1955. (This is a story of a Confederate soldier returning home to an unworked plantation, problems with taxes, the faithful Negro who stays with him and his journey to the West to find a new life. He finally returns home to help rebuild the South as a part of the Union.)

*** Williams, J. R. The Confederate Fiddle. Englewood Cliffs: Prentice-Hall, 1956. (To beat the blockade, some southerners from Missouri tried to get their cotton to Brownsville, Texas, to be sold in Mexico, and, in in turn, to Europe. Describes life behind the lines in Confederate territory.)

VII. Source Material on the War

**** Harwell, Richard B., ed. The Confederate Reader. New York: Longmans, Green, 1957.

**** Harwell, Richard B., ed. The Union Reader. New York: Longmans, Green, 1958.

**** Botkin, B. A., ed. A Civil War Treasury of Tales, Legends, and Folklore. New York: Random House, 1960.

*** Commager, Henry Steele, ed. The Blue and the Gray. New York: Bobbs-Merrill, 1950. Two volumes.

*** Pratt, Fletcher. The Civil War in Pictures. Garden City: Garden City Books, 1955. (Sections from newspapers of the time, etc. included in with Pratt's commentary.)

VIII. Teacher References.

Elkins, Stanley. Slavery: A Problem in American Institutional and Intellectual Life. New York: Grosset and Dunlap, 1959.

Franklin, John Hope. *Reconstruction After the Civil War*. Chicago: University of Chicago Press, 1961.

Genovese, Eugene. *The Political Economy of Slavery*. (Paperback). New York: Vintage Books, 1965.

Goldman, Peter. *Civil Rights*. New York: Coward McCann.

Rose, Willie Lee, *Rehearsal for Reconstruction*. Indianapolis, 1964.

Stampp, Kenneth. *Era of Reconstruction*. New York: Knopf, 1965.

Stampp, Kenneth. *The Peculiar Institution; Slavery in the Anti-Bellum South*. New York: Knopf, 1956.

Williams, T. Harry. *Americans at War; the Development of the American Military*. New York: Collier Books, 1962.

Woodward, C. Vann. *Strange Career of Jim Crow*. New York: Oxford University Press, 1955.